

**AN ANALYSIS OF READING MATERIALS IN THE SEVENTH GRADE
JUNIOR HIGH SCHOOL TEXTBOOK *ENGLISH IN FOCUS***

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



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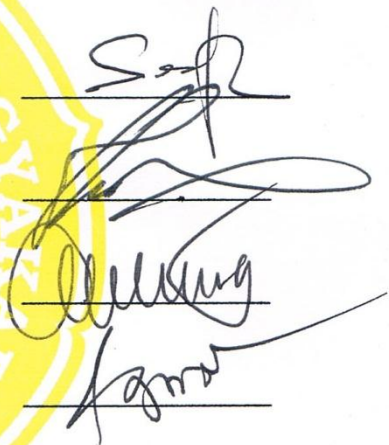
AN ANALYSIS OF READING MATERIALS IN THE SEVENTH GRADE JUNIOR HIGH SCHOOL TEXTBOOK *ENGLISH IN FOCUS*

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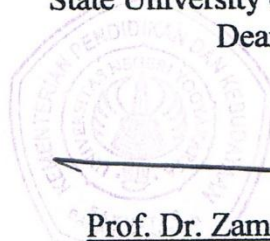
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahawa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, June 24th 2014

Penulis



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MOTTOS

A mal tiempo buena cara.

Ihdinas shiraatal mustaqiim.

Life is a gift, accept it.

DEDICATIONS

*In the name of Allah, the Most
Beneficent, and the Most Merciful.
No God but Allah and Muhammad is
His Prophet*

I DEDICATE THIS THESIS TO:

My Beloved,

My Family,

My Relatives,

and

*My lovely friends who have helped &
prayed for me.*

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Finally, I hope this thesis gives some improvements of the English teaching and learning and for the readers. However, I realize that this writing is far from

being perfect. Therefore, any critics, ideas and suggestions for the improvement of this thesis are greatly appreciated. Thank you.

Yogyakarta, June 22th 2014

The Writer

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AN ANALYSIS OF READING MATERIALS IN THE SEVENTH GRADE JUNIOR HIGH SCHOOL TEXTBOOK *ENGLISH IN FOCUS*

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ABSTRACT

The objective of this study is to describe whether the reading materials in *English in Focus* textbook for grade VII Junior High School can meet the aspect of contents, aspect of presentation, aspect of language use and readability and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education. The book was written by Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma. This research is expected to give insights of understanding the quality reading materials.

This study was designed as a documentary analysis in the form of descriptive qualitative research, in which the result would be described in the form of words without any statistical calculation. The data were collected from the reading section in the textbook. As supplementary tools of the instrument, forms of checklist were used during the research analysis.

The result showed that the reading materials in *English in Focus* textbook were appropriate with the criteria of qualified English textbook suggested by *Pusat Perbukuan*, Ministry of National Education. There were only two non-conformities found in the textbook: (a) there were some reading materials which were not presented in the textbook and (b) there were no reading materials which could encourage the development of technology and arts.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has become a global language and plays an important role in some fields such as technology, art, international relationship, education, economy, etc. Being able to communicate using English can be one of the determiner of a success in a country to face this globalization era.

Considering the importance of English, the Indonesian government puts English as a compulsory subject in schools and it becomes a subject which determines students in passing their graduation. English has been taught from primary schools to senior high schools. English subject includes four language skills, i.e. listening, speaking, reading, and writing that need to be mastered by students.

Reading is one of the skills in English that has to be mastered by the students when they are learning English. Because of that, students have to learn reading as well as the other skills if they want to master English. According to Nunan (2003:68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge. Alyousef (2005:144) states that “Reading can be seen as an ‘interactive’ process between a reader and a text which lead to automaticity or reading fluency”. It is assumed that reading is not a passive skill because it needs so many times to practice and exercise. The improvement of the readers’

comprehension is based on how they work on it. It means that if the reader read more, they get better reading or comprehension.

In the practice of teaching English as a foreign language in Indonesia, reading occurs as the most important skill to be mastered by students because the National Examination (*Ujian Nasional*) that they have to take at the end of their education consists of mostly reading questions. It makes the lack of reading habit among students becomes even more threatening to teachers and education policy makers alike. Considerable efforts have been made to solve that gap between students' competency and the requirement of the examination which reflects the objectives of the course in its entirety. However, what really need to be paid attention to is what really going on in the classroom is and what goes wrong in the learning process.

In reading classroom, materials play a significant role in defining the course itself. Richards (2001:251) states that learning materials serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. It implies that materials can be anything that can give adequate input for students in a certain language learning classroom with various learning objectives to meet. Materials can be texts, teachers' speech, pictures, or videos depend on the learning needs. That is to say that different language class requires different kind of learning materials. In reading class materials generally, although not necessarily always, appear in the form of written text.

Given that importance of materials, it is understandable that teachers have to be proactive in creating materials that will suitably cover the needs of the

course and their students. Unfortunately, teachers cannot always come up with time and energy to create their own materials and that is not something they will be blamed for. Even so, it has to be noted that selecting available materials from textbook and other sources is not without consideration process either. In fact, teachers need to analyze and modify the materials so it can match the needs, proficiency level and interest of their students, as well as the learning objectives. However, teachers nowadays tend to pick any available materials without doing any of the selecting and modifying process for the grand excuse that they are overloaded.

In teaching and learning process, teacher should consider the learning materials which are used in the class. Textbook is one of the learning materials which are commonly used. It is a kind of printed materials which have an important part in teaching and learning process. According to Tomlinson (1998:2), textbook is a main learning material which is usually used by teacher and students. A textbook also has many advantages in teaching and learning process. According to Richards (2001:249), the advantages of textbook are (1) providing structure and a syllabus for a program; (2) helping standardized instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing.

Material in reading classroom is arguably the most important aspect that will shape and seize the teaching and learning process. A good reading material has to promote lively interaction between students and teachers as well as among

students themselves to achieve a communicative language learning process. Consequently, teachers need to put effort on creating materials that will live up to that expectation. In reality, however, most teachers do not have enough time to create their own materials that using textbook becomes the only remaining option. Then again, no textbook is designed for their students with their particular needs and characters that make teachers still need to wisely select and even modify textbook materials.

To make students able to achieve the English materials, they need some English textbooks which have good quality. By learning those qualified textbooks, they are able to improve their English skill productivity. Dealing with the quality of a textbook, in 2008 Department of National Education publishes some BSE (*Buku Sekolah Elektronik*) English textbooks. One of them is an English textbook for Seventh Graders of Junior High School entitled *English in Focus* which is not only used by public schools but also private schools. However, the researcher thinks there is no guarantee that textbooks published by Department of National Education is meeting the expectation of quality English textbook.

Therefore, this study is intended: (1) to describe whether the reading materials in *English in Focus* textbook published by Department of National Education for seventh graders of junior high school meet the aspect of contents suggested by *Pusat Perbukuan*, Ministry of National Education (2) to describe whether the reading materials in *English in Focus* textbook published by Department of National Education for seventh graders of junior high school meet

the aspect of presentation suggested by *Pusat Perbukuan*, Ministry of National Education (3) to describe whether the reading materials in *English in Focus* textbook published by Department of National Education for seventh graders of junior high school meet the aspect of language use and readability suggested by *Pusat Perbukuan*, Ministry of National Education, and (4) to describe whether the reading materials in *English in Focus* textbook published by Department of National Education for seventh graders of junior high school meet the aspect of relation between chapter suggested by *Pusat Perbukuan*, Ministry of National Education.

B. Identification of the Problem

In the teaching and learning process, teachers usually use material sources. In that process, it is almost impossible if they do not deal with the term ‘language-learning material’. It is one of the main components that have to be prepared by teachers before they teach. Tomlinson (1998: 2) defines the term ‘language-learning material’ as anything which is used by teachers or learners to facilitate the learning of language. Nunan (1991: 208) classifies materials into two types, they are commercially produced material and teacher developed material. Examples of 3 commercially products material are global course books, general English course books, and textbooks. Here, the teacher should select the appropriate commercial materials which are suitable for the goal and objectives of the teaching and learning process. One of the most popular material sources used in the teaching and learning process is the textbook. A textbook can be used as the learning material provider and the guideline of the teaching and learning process

in order to reach its goals. To comprehend learning materials especially from the textbook is not an easy task. There are many learning materials that can be derived from textbooks. One of the most commonly provided materials in textbooks is genres/text types which are commonly presented in reading, since the main purpose of the teaching and learning process is for comprehension as a starting point to learn how to understand content of the text.

From all the statements above, the material is one of the important requirements in English teaching and learning activities. The ability to comprehend learning materials becomes an important requirement for both teachers and students. It is an interesting and challenging topic to be studied in this research.

C. Limitation of the Problem

In reference to the background of the study and identification of the problem, the researcher wants to discover whether the reading materials in *English in Focus* textbook for seventh grade Junior High School can meet the aspect of contents, aspect of presentation, aspect of language use and readability and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education.

D. Formulation of the Problem

Based on what the writer has discussed in the background of the problem, identification of the problem, and the limitation of the problem, the problem in this research can be formulated as follows: Can the reading materials in *English in*

Focus textbook for seventh grade Junior High School meet the aspect of contents, aspect of presentation, aspect of language use and readability and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education?

E. Objective of the Research

The objective of the study is to discover whether the reading materials in *English in Focus* textbook for seventh grade Junior High School can meet the aspect of contents, aspect of presentation, aspect of language use and readability and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education.

F. Significance of the Study

1) The teachers

The teacher who have been or will be using *English in Focus* textbook should be more selective in choosing English textbook.

2) Other researchers

The result of this research study can be used as a source for those who wish to conduct similar research related, to get some insights of what aspects they should be concerned with.

3) To book publishers

This study could be a consideration for publishing a book.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Literature Review

1. Reading

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

Grabe (2009: 15) states that,

“Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.”

2. Reading Material

Material in reading classroom is arguably the most important aspect that will shape and seize the teaching and learning process. A good reading material has to promote lively interaction between students and teachers as well as among students themselves to achieve a communicative language learning process. Consequently, teachers need to put effort on creating materials that will live up to that expectation. In reality, however, most teachers do not have enough time to create their own materials that using text book becomes the only remaining option. Then again, no textbook is designed for their students with their particular needs and characters that make teachers still need to wisely select and even modify textbook materials.

The use of materials in learning and teaching process is pretty much influenced by several factors like Clarke (1989:73) argues that communicative methodology is important to be included in the learning materials. It means that a good learning material has to contain communicative aspects to be able to fulfill their role in the learning process. Moreover, Clarke argues that communicative methodology is based on the following aspects:

a. Authenticity

Authenticity means that a communicative learning material is strictly supposed to be authentic. Authentic here means that it is not some made up a material that is created by the teachers especially to be used in the classroom but rather a reality that can be found in the real world. As often argued by lots of researchers, this authentic material will serve the need of

students better because they are already familiar with the form of the materials that they also find it in the real life, e.g. newspaper/magazine articles, announcement in the shopping mall or a traveling brochure.

b. Realism

Realism here has the definition that a communicative learning material has to be real. So, a material has to be something that can be really seen and touched by the learners. This is important in increasing their curiosity as well as their understanding toward the subject or topic matter.

c. Context

As known, nothing can be real good or appropriate without the context match. Here, the context that communicative learning materials have to focus on includes the situation of the classroom, the students and also the subject being taught.

d. Focus on the learner

It is sure that everybody in language teaching field has fully aware and understands that the focus of learning process is indeed the learners and not the teachers. So, communicative learning materials have to make the learner become its focus in the process of learning to achieve the best result expected.

3. The Textbook

Textbook is the most frequently used of all printed educational materials. In the hands of knowledgeable practitioner, the textbook becomes one of many aids to assist the student in acquiring clear concepts of subject matter. According

to Richard (2001), textbooks are used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. The textbook properly viewed as an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is usually in the possession of each student.

a) The Role of the Textbook

Instructional materials in the form of the textbooks are very important for both teachers and students. In making teaching preparation and conducting the teaching, teachers need textbooks. In addition, without textbook, teachers will have difficulties in constructing written evaluation. For students, textbooks also play an important role. The students who do not have textbooks with them during the teaching and learning activities will not be able to follow the lesson well. In

other words, lack of textbooks in teaching and learning activities can create the less success of teaching. The teacher chooses material for study because it will do a better job of assisting learning than any other available material. The textbook is most commonly required, and teachers naturally look at it first to see it is appropriate to the desired learning activity. If not, the teachers search for other materials. In this way, these other materials have come to be called supplementary materials. Teachers feel that they can rely on textbooks because they know authors are more expert in their fields and, therefore, are better qualified to plan the materials for specific course. As Callahan and Clark state that the textbook can be great value, particularly to beginning teachers. They are considered very helpful in teaching-planning, since they provide an organization or structure for the course. Moreover, they provide selection of subject matter that can be used as a basis for determining course content and determining emphases. Textbooks can also provide a certain number of activities and suggestions for teaching strategies and tactics.

Based on the important role of textbooks in the teaching learning activity, good textbook should be selected in order to support the success of the teaching learning activity. In selection or preparation of the textbook and other teaching materials, the foreign language teacher must make every attempt to select and prepare materials that present the spoken language. They must be aware of the fact that no language in the world is written exactly as it is spoken.

b) The Criteria of a Good Textbook

Textbooks are only one of many kinds of instructional materials useful in learning. The material should meet the same general criteria used in choosing a textbook. The material selected for use should (a) contribute to the learning objectives of the lesson (b) involve significant content planned for study (c) be compatible with the teaching procedures to be used, and (d) be appropriate to the particular group of pupils who will use this material. Every teacher of foreign language is faced with the necessity of selecting a textbook that it is suited to his or her teaching situation. In many schools, the selection of specific textbook may already have been made before the teacher arrives on the scene. Once selected, the textbook with whatever other teaching materials have been chosen must be adapted to the particular techniques and methods used in the classroom by the teacher. The teacher usually uses the textbook for a relatively long period after a selection is made. Therefore, it should be carefully analyzed and thoughtfully selected.

According to Ornstein (1990) a good textbook has many desirable characteristics. They were all organized, relatively up to date, and accurate. A good textbook must be well organized. Here, textbook must have a good composition of instructional materials. The materials must be organized clearly and contain all English skills. A good textbook is relatively up to date. It means that the material of the textbook must contain the newest things, so it will give some new news or information to the students. A good textbook should be

accurate. In this case materials in the textbook should not present wrong information or presented in error grammatical language and incorrectly words.

According to Murcia (2001) a textbook categorized good if it is viewed from the whole aspects of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance. The first aspect is subject matter. A textbook is good if: The subject matter covers variety of topics which are suitable with the curriculum, in this case is the 2006 curriculum; The ordering of materials are arranged in logical form; the content grade are appropriate with the students' need; And the materials are accurate up to date.

The second aspect is vocabulary and structure. A good textbook is if : The vocabulary and structure which is used is appropriate with the students' grade; The vocabulary items are controlled from the simple to complex one; The new vocabularies are repeated in the next chapter to make the students' memory stronger; The sentences length is suitable with the students' level; The structures gradually increase in difficulty level to suit the growing ability of the students; The words that are used are the daily words, and the sentence structures follow normal word order; The sentence and paragraph follow one another in logical sequence; And linguistic items are introduced in meaningful situation. The third aspect is exercises. A textbook can be said good if the exercises: Develop comprehension and test knowledge of main ideas; involve vocabulary, structures, and language skills which build up the students' ability; Provide practice in difference types of written work (like sentence completion, spelling and dictation,

guided composition, and others); cumulatively test new materials; and develop meaningful communication by referring to realistic activities.

The fourth aspect is illustration. The illustration of a good textbook should: Create a favorable atmosphere by depicting realism and reaction; be clear, simple, free, and interesting; and directly related to the content to help the learners in understanding the text.

The last aspect is physical appearance. A good textbook is good if: the cover is durable enough; the text is attractive; the picture on the cover can make the students are interested; and the size is suitable with the students' handle.

In a broad sense, a textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books. Textbook is one of the teaching tools which present the subject matter defined by the curriculum. A textbook is required to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character. Brown (2000: 141) states, textbooks are one type of texts, a book for use in an educational curriculum. At the very least, a textbook can be used as a guideline to achieve the success of the teaching and learning process. One of the most popular textbook used in our education is the ones published by *Pusat Perbukuan Departemen Pendidikan Nasional* written by Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma.

English in Focus is designed to facilitate students of Junior High School, to communicate in English according to the context of the language use. There are many activities available to do both individually activity and group activity. The students are expected to be skillful in doing the exercises, acting out dialogues, constructing sentence and texts and many other activities that facilitate students to be skillful in using English in communication.

Below are the features of the *English in Focus* for Seventh Grade Junior High School:

a) Chapter Title

Displays the title theme of every chapter.

b) Materials That's Going to Learn in This Chapter

Mentions main subjects in every chapter.

c) Log On

Enriches the student's knowledge. The materials have been taken from the internet in order to enhance the student's ability.

d) New Horizon

Enriches the student with knowledge related to the learning material.

e) Enrich Your Knowledge

Relates to the theme of the chapter.

f) Follow Up Activity

Gives the student an activity to practice some materials that student have studied.

g) Grammar Stage

Explains grammar which is learned in every chapter.

h) Learning Essential

Describes the primary subject of the chapter.

i) Learning Review

Brings to the student questions that remind them of some learning materials.

j) UN Challenge

Challenges the student some problems to solve that are taken from *Ujian Nasional* (National Examination).

k) Exercise of Chapters

Recycles learning materials from the preceding chapters.

l) Final Evaluation

Reminds the student of the materials in each chapter.

m) Bibliography

Shows the student the resources for this book.

n) Photo Credits

Shows the student the resources of pictures.

o) Glossary

Consists of list of words or terms to enrich the student's vocabulary.

p) Index

Helps the student find grammar, expressions, and author of each chapter.

4. Curriculum

The word curriculum can be interpreted in many ways. There are many different interpretations and definitions among people and experts in education toward this concept. It depends on their background knowledge and point of view they have.

Curriculum can be defined as all plans activities that are provided for students. Curriculum is a planned and organized series of learning experiences and activities to be made available to the students to achieve defined educational objectives.

5. *Pusat Perbukuan*, Ministry of National Education

Pusat Perbukuan, Ministry of National Education defines several criteria for quality textbooks. Some aspects suggested by *Pusat Perbukuan*, Ministry of National Education consist of:

1. Aspects of Content

- a) The conformity between reading materials and curriculum
- b) Kind of genres found in the reading materials
- c) The arrangement of reading materials based on the level of difficulty
- d) Reading tasks which are given to develop students' ability
- e) The reading material which are supporting life skills
- f) The reading materials which are consider about the aspects of gender, religion and race

2. Aspect of Presentation

- a) Learning purpose which stated explicitly and lead to mastery of communication competence.
- b) The presentation of each chapter reflects the logical path and coherence.
- c) The presentation of each chapter arranged from easy to difficult materials.
- d) The conformity between tasks and materials.
- e) The presentation of each chapter engaging students to communicate using English actively.
- f) The presentation of each chapter supporting students to be interested in English subject.
- g) The presentation of each chapter supporting students to reflect and evaluate their self.

3. Aspects of language use and readability

- a) The standard of English language use according to the language rules.
- b) The use of English which is appropriate with needs of communication learning.
- c) The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness.
- d) The use of illustrations which are functional and relevant with the materials.

4. Aspects of the relation between chapters

- a) The relevancy between the materials with education purposes
- b) The relevancy between the materials with the development of knowledge, technology and arts.
- c) The relationship between materials in the textbook.
- d) The relationship between materials, and anatomy, norms/ ethics and the completeness of a textbook.

6. *BSNP (Badan Standar Nasional Pendidikan)*

Based on the basic criteria governing the juridical quality of textbooks namely: *PP No. 19/2005 pasal 43 ayat (5): "The eligibility of the contents, language, representation, and the graphic's textbook lesson rated by BSNP and defined by regulation of the Minister."* *Badan Standar Nasional Pendidikan* (BSNP) is an independent agency, professional, independent and carries out a mission to develop, monitor and evaluate the implementation, the implementation of national education standards. BSNP defines several criteria for quality textbooks are eligible eligibility, which includes some components, which are:

a. Eligibility of the contents

The eligibility criteria in assessing the quality of the content writing textbook include several components, consist of:

- 1) Suitability of the material with a standard Competency (SK) and Basic Competence (KD)
- 2) Suitability of the material to the curriculum

- 3) Accuracy of content
- 4) Date material
- 5) Encourage curiosity
- 6) Scientific Substance and life skill
- 7) Enrichment
- 8) Diversity value

b. The Appropriateness of Language

The language used in a textbook should overcome some principal, such as:

1) Straightforward

The language used in textbook must be straightforward, not convoluted, just list the basic material elaboration, important, and necessary.

2) Communicative

A textbook should use communicative language, so it is easy to understand and are understood by students.

3) Dialogic and interactive

A good textbook to use language that can motivate students, language used evoked a sense of pleased when learners read them and encourage them to learn it thoroughly. Besides textbooks should also encourage students to think critically, the language used is capable of stimulating the students to question things further, and seek the answer independently from text books or other sources of information.

4) Conformity with the development of the learners

A textbook should be the glaring discrepancy with the level of intellectual development of the learners; the language used in describing a concept should correspond to the level of cognitive development of learners. Compliance with the level of development of the learner is also an emotional thing to note in textbook.

5) Compliance with the rules of English

In the writing of textbooks, especially English-subject textbook, must pay attention to the rules of English that is good and right.

6) The use of terms, symbols, and icons

7) The use of the term and depiction of the symbol or icon that represents a concept in textbook should be consistent between sections consistently.

B. Conceptual Framework

There are some problems in teaching reading comprehension. One of them is the difficulty of the teacher in finding the best material to teach reading. Sometimes, the material used by the teacher does not suit the situation of the classroom, the condition of the students and curriculum. Since those problems occurred, the students could not comprehend the text well. In reading, one of learning material in textbooks is genres/text types, since the main purpose of learning reading is to comprehend text. To comprehend learning materials in textbooks, both teacher and student should be more selective in choosing English

textbooks. They have to be capable in analyzing textbooks which will be used in English teaching and learning process. However, *English in Focus* textbook still can be used in the class, but teacher should use an additional textbook as complement to overcome the non-conformities of *English in Focus* textbook. Based on the problem above, the researcher tries to discover whether the reading materials in *English in Focus* textbook for grade VII Junior High School can meet the aspect of contents, aspect of presentation, aspect of language use and readability and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study is concerned with analyzing the content of a textbook, in this case is the reading materials of an English textbook entitled *English in Focus* for Grade VII Junior High School published by Department of National Education, with the quality of English textbook (based on aspect of contents, aspect of presentation, aspect of language use and readability, also aspect of relation between chapters) suggested by *Pusat Perbukuan*, Department of National Education. Based on the objectives of the study, the design used in this study was descriptive qualitative. As stated by Ary (2010:29), “the goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data”. The result of this study would be described in the form of words, or as we known as qualitatively.

B. Research Data and Source

The object of this study was the English textbook for the seventh graders of junior high school entitled *English in Focus*. This book was written by Artono Wardiman et al. This textbook was known as one of the BSE (*Buku Sekolah Elektronik*) which was published by Department of National Education. There were two reasons of why the researcher wanted to analyze this textbook. Firstly, the textbook was recommended by Department of National Education and it was used in some public and private schools. Secondly, there was no previous study

which analyzed the reading materials found in the textbook based on the aspect of contents, aspect of presentation, aspect of language use and readability, also aspect of relation between chapters. The data of this study were the reading materials which were found in *English in Focus* textbook. This textbook consists of eight units and a hundred and seventy six pages. The first semester was discussed in chapter one to chapter four while the second semester in chapter five to chapter eight.

C. Instruments of the Research

The instrument which was used to analyze the data in this study are checklists. There were four checklists which were applied to answer the research questions. First, the checklists used to analyze the relevancy between reading materials found in the textbook with the aspect of contents. Second, the checklists used to analyze the relevancy between reading materials found in the textbook with the aspect of presentation. Third, the checklists used to analyze the relevancy between reading materials found in the textbook with the aspect of language use and readability. Fourth, the checklists used to analyze the relevancy among reading materials found in the textbook with the aspect of relation among chapters.

D. Trustworthiness

The researcher used the triangulation technique to gain the validity of the data. Burns (1999: 169) states that triangulation is one of the most commonly techniques used and known ways of checking for validity. The goal of triangulation is to gather multiple perspectives on the situation being studied.

There are four types of triangulation; they are by source, by method, by observers, and by theories. The researcher used theory triangulation and observer triangulation in this research. Besides the triangulation by theory, the researcher also triangulated the data observer. The data from textbook were re-typed. They were used to triangulate the data. This research was also consulted to the consultant in order to confirm the data. The researcher confirmed the research to his thesis supervisor.

E. The Technique of the Data Analysis

The technique which was used in collecting the data is document analysis. First, the researcher got the textbook entitled *English in Focus* for seventh graders of junior high school published by Department of National Education. Then, the researcher overviewed the contents of the textbook especially the reading materials. After that, the researcher selected checklists suggested by *Pusat Perbukuan*, Ministry of National Education. Last, the data of the textbook were collected by analyzing the reading materials based on the aspects of quality English textbook suggested by *Pusat Perbukuan*, Ministry of National Education. The reading materials were analyzed based on aspect of contents, aspect of presentation, aspect of language use and readability, also aspect of relation between chapters. Here are some aspects suggested by *Pusat Perbukuan*, Ministry of National Education:

No.	Aspects of Content
1.	The conformity between reading materials and curriculum
2.	Kind of genres found in the reading materials
3.	The arrangement of reading materials based on the level of difficulty
4.	Reading tasks which are given to develop students' ability
5.	The reading material which are supporting life skills
6.	The reading materials which are consider about the aspects of gender, religion and race

Table 1. Aspects of content

No.	Aspect of Presentation
1.	Learning purpose which stated explicitly and lead to mastery of communication competence.
2.	The presentation of each chapter reflects the logical path and coherence.
3.	The presentation of each chapter arranged from easy to difficult materials.
4.	The conformity between tasks and materials.
5.	The presentation of each chapter engaging students to communicate using English actively.
6.	The presentation of each chapter supporting students to be interested in English subject.
7.	The presentation of each chapter supporting students to reflect and evaluate their self.

Table 2. Aspects of presentation

No.	Aspects of language use and readability
1.	The standard of English language use according to the language rules.
2.	The use of English which is appropriate with needs of communication learning.
3.	The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness.
4.	The use of illustrations which are functional and relevant with the materials.

Table 3. Aspects of language use and readability

No.	Aspects of the relation between chapters
1.	The relevancy between the materials with education purposes
2.	The relevancy between the materials with the development of knowledge, technology and arts.
3.	The relationship between materials in the textbook.
4.	The relationship between materials, and anatomy, norms/ ethics and the completeness of a textbook.

Table 4. Aspects of the relation between chapters

After collecting the data, analysis toward the data was needed. Data analysis was one of the ways which was used to analyze the data related with the research questions. There were several steps taken in analyzing the data: (1) Analyzing the reading materials based on the aspects of quality English textbook; (2) Describing the result of the findings to find out whether the textbook can meet the criteria of quality English textbook or not; (3) Concluding the result of the analysis in the form of words.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The researcher has collected some texts from the textbook *English in Focus*. All the texts were taken from reading section activity. It was found out that there were sixteen parts of the book. They are; 1) Chapter Title: displays the title theme of every chapter, 2) Materials That's Going to Learn in This Chapter: mentions main subjects in every chapter, 3) Log On: enriches the student's knowledge (the materials have been taken from the internet in order to enhance the student's ability), 4) New Horizon: enriches the student with knowledge related to the learning material, 5) Enrich Your Knowledge: relates to the theme of the chapter, 6) Follow Up Activity: gives the student an activity to practice some materials that student have studied, 7) Grammar Stage: explains grammar which is learned in every chapter, 8) Learning Essential: describes the primary subject of the chapter, 9) Learning Review: brings to the student in the form of questions that reminds them of some learning materials, 10) UN Challenge: Challenges the student some problems to solve that are taken from *Ujian Nasional*, 11) Exercise of Chapters: recycles learning materials from the preceding chapters, 12) Final Evaluation: reminds the student of the materials in each chapter, 13) Bibliography: shows the student the resources for this book, 14) Photo Credits: shows the student the resources of pictures, 15) Glossary: consists of list of words or terms to enrich the student's vocabulary, 16) Index: helps the students to find grammar, expressions, and author of each chapter.

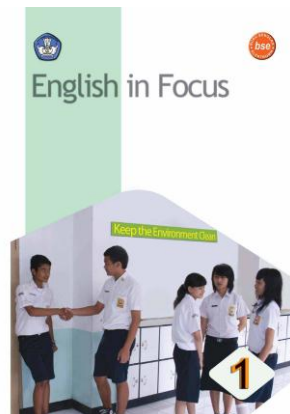


Figure 1. *English in Focus*

English in Focus consists of eight chapters. Each chapter is divided into four main sections. They are listening section, speaking section, reading section, and writing section. Here some themes of each chapter:

a) Chapter 1 *What Is Your Name?*



Figure 2. *Chapter 1*

There were so many reading materials that were found in *English in Focus*. In chapter 1, the activity is reading aloud to a short text with good pronunciation, stress and intonation.

b) Chapter 2 *Things around Us*

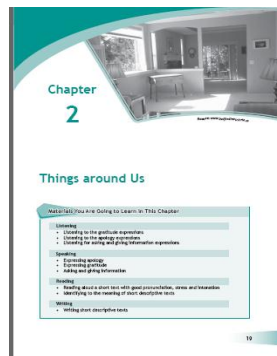


Figure 3. Chapter 2

The activities in chapter 2 are identifying to the meaning of short descriptive texts and reading aloud a short text with good pronunciation, stress and intonation.

c) Chapter 3 *Let's Go to School*

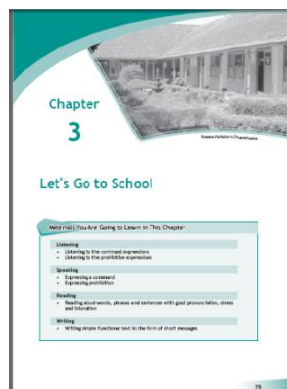


Figure 4. Chapter 3

Next, the activity in chapter 3 is reading aloud words, phrases and sentences with good pronunciation, stress and intonation.

d) Chapter 4 *What Should I Buy?*

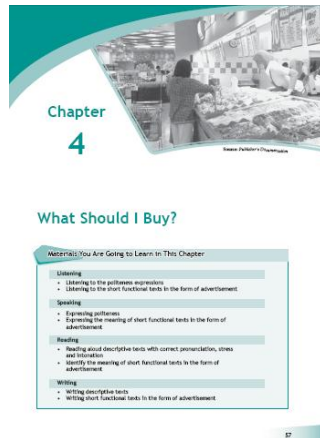


Figure 5. Chapter 4

In chapter 4, the activities are getting information from a descriptive text and reading aloud a descriptive text.

e) Chapter 5 *Family Life*

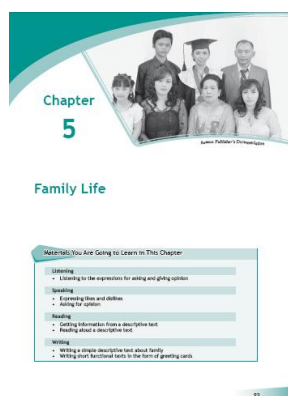


Figure 6. Chapter 5

Then, the activities in chapter 5 are getting information from a descriptive text and reading aloud a descriptive text.

f) Chapter 6 *What Do You Do?*

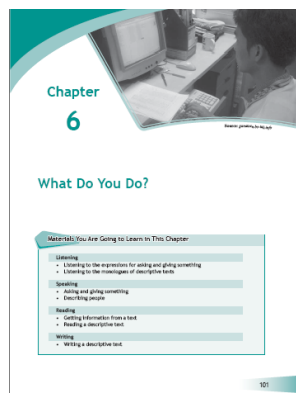


Figure 7. Chapter 6

For chapter 6, getting information from a text and reading a descriptive text are the activities.

g) Chapter 7 *Work Out*

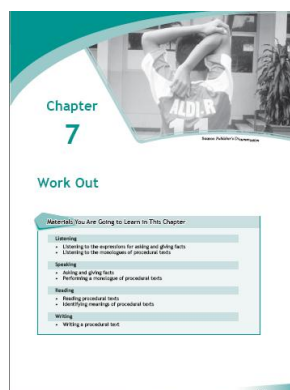


Figure 8. Chapter 7

In chapter 7, the activities are reading procedural texts and identifying meanings of procedural texts.

h) Chapter 8 *My Hobby*

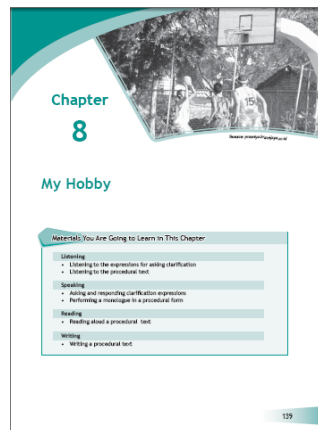


Figure 9. Chapter 8

The last, the activity of chapter 8 is reading aloud a procedural text.

B. Discussions

This part presents the discussions of the relevancy between reading materials with aspect of contents, aspect of language use and readability, aspect of presentation, and also aspect of relation between chapters adapted from Ministry of National Education.

1. The Relevancy between Reading Materials in *English in Focus* Textbook with Aspect of Contents Adapted from Ministry of National Education

In this part, the first research question is about the relevancy between reading materials in *English in Focus* textbook with aspect of contents adapted from Ministry of National Education. To answer this research question, the

researcher should analyze six points according to the aspect of contents. In the first point, the researcher analyzed the conformity between reading materials and curriculum. Based on the result of the analysis, the researcher found that some of reading materials were not in line with the 2006 English Standard Competence.

Below are the data taken from book's table of contents:

Chapter 1 What Is Your Name?	1
Listening	2
• Listening to the greetings and introduction expressions	2
• Listening to the words pronunciation	7
Speaking	8
• Greeting and introducing	8
Reading	12
• Reading aloud to a short text with good pronunciation, stress and intonation..	12
Writing	14
• Expressing the meaning of short functional texts	14
• Writing short functional texts in the form of greeting card	15
Learning Essential	18
Learning Review	18
Chapter 2 Things around Us	19
Listening	20
• Listening to the gratitude expressions	20
• Listening to the apology expressions	21
• Listening for asking and giving information expressions	22
Speaking	25
• Expressing apology	25
• Expressing gratitude	26
• Asking and giving information	27
Reading	29
• Identifying to the meaning of short descriptive texts	29
• Reading aloud a short text with good pronunciation, stress and intonation	30
Writing	36
• Writing short descriptive texts	36
Learning Essential	38
Learning Review	38
Chapter 3 Let's Go to School	39
Listening	40
• Listening to the command expressions	40
• Listening to the prohibition expressions	42
Speaking	45
• Expressing a command	46
• Expressing prohibition	47
Reading	50
• Reading aloud words, phrases and sentences with good pronunciation, stress and intonation	50

Figure 10. Table of contents

• Writing simple functional text in the form of short messages	54
Learning Essential	56
Learning Review	56
Chapter 4 What Should I Buy?	57
Listening	58
• Listening to the politeness expressions	58
• Listening to the short functional texts in the form of advertisement	59
Speaking	61
• Expressing politeness	61
• Expressing the meaning of short functional texts in the form of advertisement	63
Reading	65
• Reading aloud descriptive texts with correct pronunciation, stress and intonation	65
• Identify the meaning of short functional texts in the form of advertisement	66
Writing	67
• Writing descriptive texts	73
• Writing short functional texts in the form of advertisement	75
Learning Essential	78
Learning Review	78
Exercise of Chapters 1-4	79
Chapter 5 Family Life	83
Listening	84
• Listening to the expressions for asking and giving opinion	84
Speaking	88
• Expressing likes and dislikes	88
• Asking for opinion	89
Reading	93
• Getting information from a descriptive text	94
• Reading aloud a descriptive text	95
Writing	97
• Writing a simple descriptive text about family	98
• Writing short functional texts in the form of greeting cards	99
Learning Essential	100
Learning Review	100
Chapter 6 What Do You Do?	101
Listening	102
• Listening to the expressions for asking and giving something	102
• Listening to the monologues of descriptive texts	104
Speaking	105
• Asking and giving something	105
• Describing people	107

Figure 11. Table of contents

The table of contents shows the reader on what the book contents are and also could make easier on finding a certain topic on which page of the book inside.

Reading	113
• Getting information from a text	113
• Reading a descriptive text	114
Writing	116
• Writing a descriptive text	120
Learning Essential	122
Learning Review	122
Chapter 7 Work Out	123
Listening	124
• Listening to the expressions for asking and giving facts	124
• Listening to the monologues of procedural texts	126
Speaking	127
• Asking and giving facts	127
• Performing a monologue of procedural texts	130
Reading	131
• Reading procedural texts	132
• Identifying meanings of procedural texts	133
Writing	134
• Writing a procedural text	136
Learning Essential	138
Learning Review	138
Chapter 8 My Hobby	139
Listening	140
• Listening to the expressions for asking clarification	140
• Listening to the procedural text	142
Speaking	143
• Asking and responding clarification expressions	143
• Performing a monologue in a procedural form	145
Reading	148
• Reading aloud a procedural text	149
Writing	151
• Writing a procedural text	153
Learning Essential	154
Learning Review	154
Exercise of Chapters 5-8	155
Final Evaluation	159
Bibliography	165
Photo Credits	166

Figure 12. Table of contents

From the table of content above, the researcher concluded that there are some deficiencies of the reading materials because short functional texts such as announcement, shopping list, short messages and instruction were not covered in the *English in Focus* textbook.

While, in the second point, the researcher reviewed kind of genres found in the reading materials. The reading materials found in the textbook were compatible with the second point of aspect of contents. It is because the reading

materials consist of some genres, such as descriptive text and procedure text. Here are the data of the genres analysis:

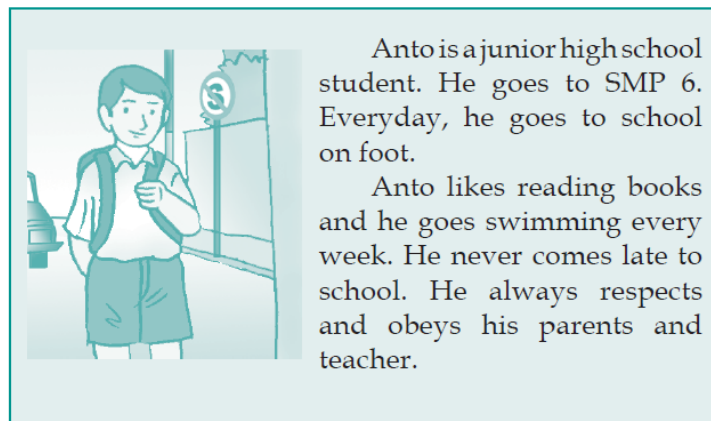


Figure 13. Descriptive text in Chapter 3

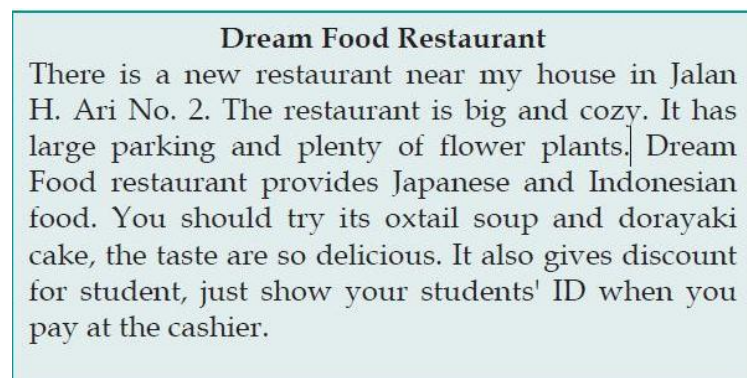


Figure 14. Descriptive text in Chapter 3

The reading materials in the early chapter start with simple descriptive text with simple context and circumstance. For instance, descriptive texts taken from chapter 3 were school and restaurant topic which are real-life context.



My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

Figure 15. Descriptive text in Chapter 4

Mr Kartolo, the Farmer



Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Figure 16. Descriptive text in Chapter 5

The reading materials in the textbook already had increasing levels as the two figures above. Although it has illustration on the text to help students interpret the text discussion, it seems a lot more complex than the earlier chapter.

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

Figure 17. Descriptive text in Chapter 6

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

Figure 18. Procedural text in Chapter 7

Germinating Petunia Seeds	
Goal/Purpose	To germinate petunia seeds.
Materials	<p>You will need:</p> <ul style="list-style-type: none"> • A packet of petunia seeds • A seed tray or small pots • Loamy friable soil or potting mix • Water • Fertiliser
Methods/steps	<p>Steps:</p> <ol style="list-style-type: none"> 1. Fill seed tray with soil. 2. Incorporate fertiliser into soil. 3. Scatter seeds on the surface of the soil. 4. Cover seeds with a 3 mm layer of soil. Press firmly. 5. Spray water to moisten the seed bed. 6. Place seed tray in warm, sunny position (at least 25°C). 7. Keep soil moist by watering gently while seeds are germinating. Seeds will germinate in about 10–14 days.

Source: www.impc.edu.au

Figure 19. Procedural text in Chapter 8


From the figures above, the researcher found that there are five descriptive texts, which are in the chapter 3 until chapter 6, and two procedural texts, which are in the chapter 7 and chapter 8, from the reading section in the *English in Focus* textbook. On the other hand, chapter 1 and chapter 2 only have short functional texts, such as greeting card and advertisement.

Look and read the following greeting card.



Figure 20. Procedural text in Chapter 1

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.


- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Figure 21. Advertisement in Chapter 1

In the third point, the researcher reviewed the arrangement of reading materials based on the level of difficulty. Actually all the materials which were presented from the first to eighth chapter were varied and there were no repeated explanation.

Practice 2



Read aloud the following text.

- My name is Santi Pidiati.
- I am a student.
- I go to SMP 1 in Palembang.
- I was born in Palembang, 30th December 1994.
- I live at Jl. Ahmad Yani No. 15. My phone number is 200001.
- I like jogging, bicycling, and listening to music.
- My parents name are Mr Helmi Yahya and Mrs Yoana Pataya.
- My blood type is O.
- You can e-mail me at pidia94@yahoo.co.id.
- I am in 1F.
- I have a lot of friends.
- Titi is one of my friends.

Practice 3

Now, fill in the following form.

Santi is a new student at SMP 1 Palembang. She wants to be a member of girlscouts in her school. But before, she must fill in the form that consists of her data. Your job is to help Santi to fill in the form.

Figure 22. Reading material chapter 1

Practice 2


New Horizon

Television is a widely used telecommunication medium for Broadcasting and receiving live, moving greyscale or color images with sound. The term may also be used to refer specifically to a television set, television program or television transmission.

Taken from en.wikipedia.org

Your teacher will read aloud the following advertisement. Then you repeat after her/him. Pay attention to the pronunciation and punctuation.

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Figure 23. Reading material chapter 2

Yummy Restaurant	Delicious Restaurant
Opens for lunch and dinner. Specialities in <i>Pongteh</i> (chicken), <i>kuah lada</i> (fish), <i>chap chai</i> (vegetable). Get twenty percent discount!	Opens for breakfast and lunch. Specialities in sandwiches, chicken chop, fish and chips, and lamb chop. Get fifteen percent discount!

Practice 4

Work in pairs. Fill in the blanks to help you choose the restaurant and give your reasons.

Place : _____	Place : Delicious Restaurant
Specialities : _____	Specialities : Chicken chop, fish and lamb chop
Discount : Twenty percent	Discount : _____

Practice 5

Your teacher will read the following text. Pay attention to her/his pronunciation and punctuation.

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste are so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier.

Figure 24. Reading material chapter 3



My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

Practice 4

Answer the questions based on the text.


1. What is the writer's name?
2. How many sisters does he have?
3. What place that Kevin and his family often visit when holiday?
4. Who like travelling?

Figure 25. Reading material chapter 5

Practice 1

Read the text carefully.

Mr Kartolo, the Farmer



Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Figure 26. Reading material chapter 6

ups say

Practice 3

Read aloud the following text.

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

Practice 4

Answer the following questions with your friend.

1. What are three things that Wati does to stay healthy?
2. Why does she do all these things?
3. Give your opinion about Wati's life style.

Practice 5

Answer the following questions about yourself. Then, swap your work with your friend and read it aloud.

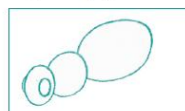
1. What kind of exercise do you enjoy?

Figure 27. Reading material chapter 7

Practice 2

Read the following text carefully.

Drawing Insects

You will need: a pencil
a piece of paper

1. An insect's body has three parts, so start by drawing three simple shapes. Add small circles for the eyes.



2. An insect has six legs. When you draw the legs, remember that the back legs are longer than the front ones.



3. Draw an antenna on their head and wings on their thorax.

Figure 28. Reading material chapter 8

Therefore, the reading materials found in the textbook were compatible with the third point of aspect of contents. Meanwhile, in the fourth point, the researcher analyzed reading tasks which are given to develop students' ability. All the reading tasks which were presented in each chapter were enough; it can be used for exercise in the class even for homework. Therefore, the reading materials found in the textbook were compatible with the fourth point of aspect of contents.

In the fifth point, the researcher analyzed about the reading materials which are supporting life skills. Generally, each chapter of *English in Focus* textbook had already presented reading materials which were supporting students' life skills and applicable for daily life. The differences between each chapter were the themes of the materials. All of those themes along with the exercises given

had already presented life skills for the students. Therefore, the reading materials found in the textbook were compatible with the fifth point of aspect of contents. Furthermore, in the sixth point, the researcher analyzed the aspects of gender, religion, race and SARA. Based on the analysis, the materials presented in each chapter of *English in Focus* textbook had already compatible with the sixth point of aspect of contents. There was no emphasizing on the aspect of gender, ethnic, religion, and race.

2. The Relevancy between Reading Materials in *English in Focus* Textbook with Aspect of Presentation Adapted from Ministry of National Education

The second research question is about the relevancy between reading materials in *English in Focus* textbook with aspect of presentation adapted from Ministry of National Education. To answer this research question, the researcher should analyze seven points according to the aspect of presentation. Below are the presentations in the beginning of each chapter in the *English in Focus*.

What Is Your Name?

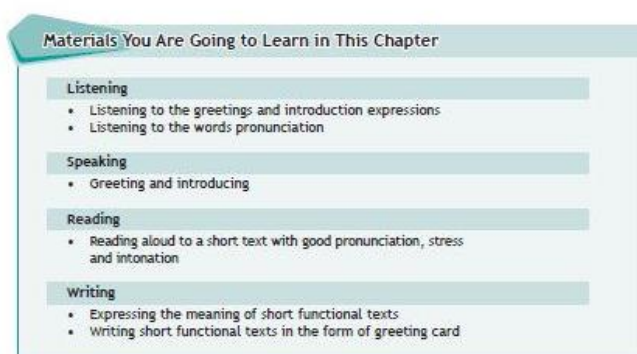


Figure 29. Chapter 1

Things around Us

Materials You Are Going to Learn in This Chapter

- Listening**
 - Listening to the gratitude expressions
 - Listening to the apology expressions
 - Listening for asking and giving information expressions
- Speaking**
 - Expressing apology
 - Expressing gratitude
 - Asking and giving information
- Reading**
 - Reading aloud a short text with good pronunciation, stress and intonation
 - Identifying to the meaning of short descriptive texts
- Writing**
 - Writing short descriptive texts

Figure 30. Chapter 2

Let's Go to School

Materials You Are Going to Learn in This Chapter

- Listening**
 - Listening to the command expressions
 - Listening to the prohibition expressions
- Speaking**
 - Expressing a command
 - Expressing prohibition
- Reading**
 - Reading aloud words, phrases and sentences with good pronunciation, stress and intonation
- Writing**
 - Writing simple functional text in the form of short messages

Figure 31. Chapter 3

What Should I Buy?

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the politeness expressions
- Listening to the short functional texts in the form of advertisement

Speaking

- Expressing politeness
- Expressing the meaning of short functional texts in the form of advertisement

Reading

- Reading aloud descriptive texts with correct pronunciation, stress and intonation
- Identify the meaning of short functional texts in the form of advertisement

Writing

- Writing descriptive texts
- Writing short functional texts in the form of advertisement

Figure 32. Chapter 4

Family Life

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the expressions for asking and giving opinion

Speaking

- Expressing likes and dislikes
- Asking for opinion

Reading

- Getting information from a descriptive text
- Reading aloud a descriptive text

Writing

- Writing a simple descriptive text about family
- Writing short functional texts in the form of greeting cards

Figure 33. Chapter 5

What Do You Do?

Materials You Are Going to Learn in This Chapter

- Listening**
 - Listening to the expressions for asking and giving something
 - Listening to the monologues of descriptive texts
- Speaking**
 - Asking and giving something
 - Describing people
- Reading**
 - Getting information from a text
 - Reading a descriptive text
- Writing**
 - Writing a descriptive text

Figure 34. Chapter 6

Work Out

Materials You Are Going to Learn in This Chapter

- Listening**
 - Listening to the expressions for asking and giving facts
 - Listening to the monologues of procedural texts
- Speaking**
 - Asking and giving facts
 - Performing a monologue of procedural texts
- Reading**
 - Reading procedural texts
 - Identifying meanings of procedural texts
- Writing**
 - Writing a procedural text

Figure 35. Chapter 7

My Hobby

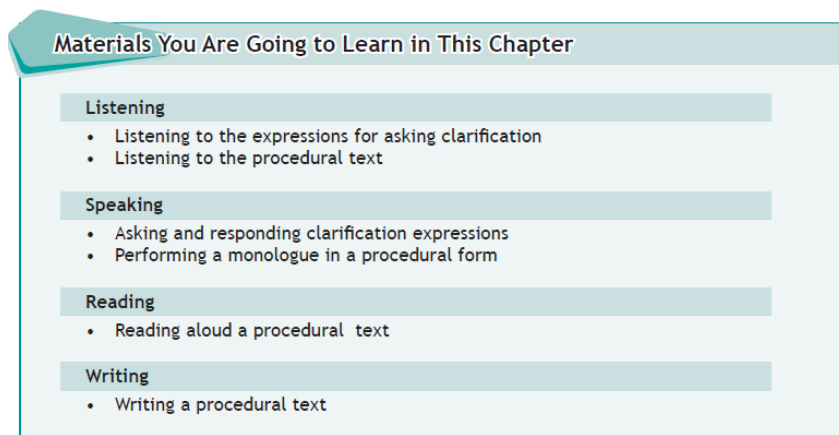



Figure 36. Chapter 8

In the first point of aspect of presentation, the researcher analyzed the learning objectives. Based on the presentation of each chapter in the textbook, the researcher found that the learning objectives which were stated in *English in Focus* were compatible with the first point of aspect of presentation. There were explanation of learning objectives in each chapter which helped the students to understand about the materials that they were going to learn and ability that they got after learning the materials. Besides, the materials led the students to master the English communication competence. In the second point, the researcher reviewed about the presentation of each chapter in the textbook which should reflect the logical and coherence path. The researcher found that the first chapter to the eighth chapter already fulfilled the aspect of presentation which reflected the logical and coherence path. It was because each chapter presented the materials which were properly arranged and understandable. It also can be seen

from the themes taken each chapter. The third point was about the presentation of each chapter which arranged from easy to difficult materials. The researcher took examples which are chapter 1 and chapter 8.

Practice 2



Read aloud the following text.

- My name is Santi Pidiati.
- I am a student.
- I go to SMP 1 in Palembang.
- I was born in Palembang, 30th December 1994.
- I live at Jl. Ahmad Yani No. 15. My phone number is 200001.
- I like jogging, bicycling, and listening to music.
- My parents name are Mr Helmi Yahya and Mrs Yoana Pataya.
- My blood type is O.
- You can e-mail me at pidia94@yahoo.co.id.
- I am in 1F.
- I have a lot of friends.
- Titi is one of my friends.

Practice 3

Now, fill in the following form.

Santi is a new student at SMP 1 Palembang. She wants to be a member of girlscouts in her school. But before, she must fill in the form that consists of her data. Your job is to help Santi to fill in the form.

Jasmine Girlscout
SMP 1 Jalan Pahlawan Revolusi No. 5
Palembang

Students' Data

1. Full Name	:	_____
2. Date of Birth	:	_____
3. Address	:	_____
4. Phone Number	:	_____
5. Interests	:	_____
6. Parents Name	:	_____
7. Blood Type	:	_____
8. E-mail Address (if any)	:	_____

Palembang, ... / ... / 2008

Figures 37. Activity in Chapter 1

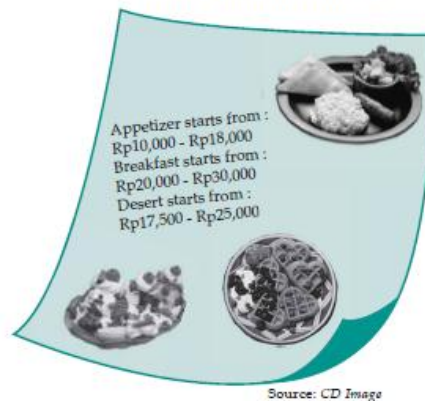
Chapter 1 starts with simple text about introducing and other basic knowledge in English due to it was the very beginning for the students at this stage to study English. Therefore, the activity given is also simple and easy for them.

Practice

4

Arrange the following jumbled sentences into correct paragraph.

Create a Menu Games



Things you should prepare:

Paper

Pen/coloured pencil

- After that, arrange what we normally see on a menu. Such as, lists of food, price, name of restaurant etc).
- Finally, choose the best one with the help of your teacher. The highest score should present their menu in front of the class.
- Next, choose your restaurant specialities. Examples, European food, Sundanese food, Japanese food, Manado food, Italian food, Padang food, etc.
- First of all, you should be familiar with some basic food vocabulary.
- Then, design the menu and decide on prices. Set a time limit.

Taken from: *Make English Fun Volume 2*, 2003


Figures 38. Activity in Chapter 8

Based on the activity took from chapter 1 and chapter 8, the researcher found that the reading materials were started from the easy part, then the level of difficulties were increased in the later materials. It can be seen from the complexity of the sentences and the activity that students have done. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the third point of aspect of presentation.

Meanwhile, in the fourth point the researcher analyzed about the conformity between tasks and materials in the textbook. Based on the analysis

result, the tasks and exercises given on the first to eighth chapters in *English in Focus* textbook were compatible with the reading materials given. Therefore, the reading materials presented in the *English in Focus* textbook were appropriate with the fourth point of aspect of presentation. In the fifth point, the researcher reviewed about the presentation of each chapter which engaging students to communicate using English actively. Here are the visualizations of some chapters of the textbook.

Practice 2




Read aloud the following text.

- My name is Santi Pidiati.
- I am a student.
- I go to SMP 1 in Palembang.
- I was born in Palembang, 30th December 1994.
- I live at Jl. Ahmad Yani No. 15. My phone number is 200001.
- I like jogging, bicycling, and listening to music.
- My parents name are Mr Helmi Yahya and Mrs Yoana Pataya.
- My blood type is O.
- You can e-mail me at pidia94@yahoo.co.id.
- I am in 1F.
- I have a lot of friends.
- Titi is one of my friends.

Figure 39. Text and picture 1

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Figure 40. Text and picture 2

Practice 4

Study the picture of Ari's classroom.

This is Ari's classroom. There are many things in Ari's classroom. Do you know what they are? Can you mention the name of each picture?

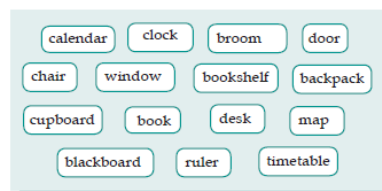
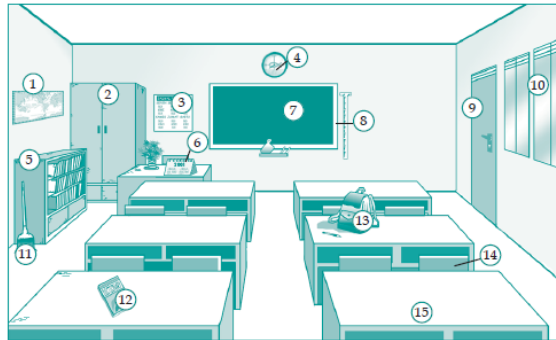


Figure 41. Text and picture 3

New Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: *The World Book Student Discovery Encyclopedia*, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Practice 2

In pairs, answer the following questions.

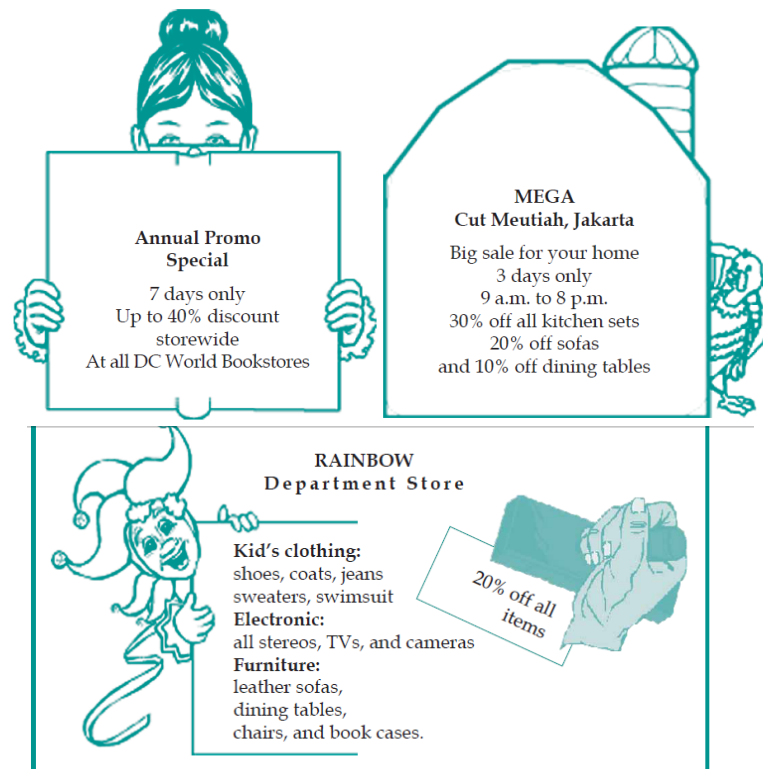
1. Who is Anto?
2. Where is he studying?
3. How does he go to school?
4. Does he like swimming?
5. Does he like coming late to school?
6. What about his attitude to his parents and teacher?

Figure 42. Text and picture 4

The pictures and illustrations in some reading materials from beginning to the middle part of the book seem very interesting and help the students to comprehend the materials given.

Practice 2

In pairs, decide whether the statements are true or false based on the advertisement.



The image contains three advertisements. The first is for DC World Bookstores, held by a girl, advertising an annual promo special with a 40% discount. The second is for Mega Cut Meutiah, advertising a big sale on home goods. The third is for Rainbow Department Store, advertising a 20% discount on all items.

Annual Promo Special
7 days only
Up to 40% discount storewide
At all DC World Bookstores

MEGA
Cut Meutiah, Jakarta
Big sale for your home
3 days only
9 a.m. to 8 p.m.
30% off all kitchen sets
20% off sofas
and 10% off dining tables

RAINBOW
Department Store

Kid's clothing:
shoes, coats, jeans
sweaters, swimsuit
Electronic:
all stereos, TVs, and cameras
Furniture:
leather sofas,
dining tables,
chairs, and book cases.

20% off all items

1. DC World Bookstores sell men's and women's clothes.
2. Mega sells office equipment.
3. DC World Bookstores sale is for five days only.
4. Kitchen sets are on sale at Mega.
5. They often compete for money.
6. Rainbow Dept. Store has cameras for 30% off.
7. DC World Bookstore has books for 40% off.
8. Mega opens for 7 hours only.
9. Rainbow has leather sofas for 20% off.
10. Mega is located in Aceh.

Figure 43. Text and picture 5

Based on the analysis result, almost all of the reading materials in *English in Focus* textbook were presented both in texts and pictures, the materials were vary also. There were no repetition materials which made the students get bored. Because of that, the presentations of reading materials in each chapter were considered attractive. Therefore, the reading materials presented in *English in*

Focus textbook were compatible with the fifth point of aspect of presentation. In the sixth point, the researcher analyzed about the presentation of each chapter which encourages students to be interested in English subject. Based on the analysis result, all the materials presented in of *English in Focus* textbook were innovative since there were some exercises with different models and completed with some pictures in each chapter.

Practice 1

Observe the picture, then answer the questions orally.

Log On

You can still have a fun holiday just playing at home. For ideas of fun games to play, log on to: <http://health.kaboose.com/active-kids/summer-backyard-games.html>



Source: www.adrhi.com

1. Do you know what place it is?
2. Have you ever been to a beach?
3. Where do you usually spend your holiday?
4. With whom do you usually spend your holiday?

Practice 2

Imagine you were taking a holiday at a beach. List things you would find there. Compare your list with your friend's.

Figure 44. An example of the varied activity

Therefore, the reading materials presented in *English in Focus* textbook were compatible with the sixth point of aspect of presentation. Furthermore, in the seventh point, the researcher analyzed about the presentation of each chapter which could encourages students to reflect and evaluate their self. Based on the

analysis result, all materials in *English in Focus* textbook were helped students to reflect and evaluate their self by providing some tasks and exercises in each chapter. From the breakdown tasks, it can be seen that each chapter in *English in Focus* textbook had already presented reading tasks which can be used to evaluate students' comprehension. Kind of the reading tasks which were found were also innovative. It can make the students more motivated to do the tasks. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the seventh point of aspect of presentation.

3. The Relevancy between Reading Materials in *English in Focus* Textbook with Aspect of Language Use and Readability Adapted from Ministry of National Education

The third research question is about the relevancy between reading materials in *English in Focus* textbook with aspect of language use and readability adapted from Ministry of National Education. To answer this research question, the researcher should analyzed four points. In the first point, the researcher reviewed about the use of English language according to the English language rules. This point discusses about the language rules. Based on the analysis result, the use of punctuations in the reading materials in *English in Focus* textbook were in good order. Some visualization below was the data for the statement above.

Practice

3

Read the text carefully.



My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

Figure 45. The example of the text

Mr Kartolo, the Farmer



Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Figure 46. The example of the text

The visualization showed us that it was compatible with the English language rules. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the first point of aspect of language use and

readability. Meanwhile, in the second point, the researcher analyzed about the use of English which is appropriate with needs of communication learning. It means that, the language which is used should be efficient and communicative so that students could understand the learning's aim. Based on the analysis result, all the instructions given in the reading materials in *English in Focus* textbook were considered efficient and communicative. It was because the language which used was simple and brief so it was easy to understand by the students. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the second point of aspect of language use and readability. The third point is about the use of paragraphs which are presented effectively and efficiently by considering the aspect of coherence and cohesiveness. Based on the analysis result, there were only the second, third, fifth, sixth, and seventh chapter presented reading materials in the form of paragraph. Generally, texts which were presented in those chapters had already fulfilled the rules of paragraph writing, which was consist of topic sentence, contents and closing sentence. The relations between concepts inside the paragraph were already appropriate too. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the third point of aspect of language use and readability. Furthermore, in the fourth point, the researcher analyzed the use of illustrations in the reading materials. Based on the analysis result, the researcher found that every chapter of *English in Focus* textbook had presented some illustrations. Here are the data taken from chapter 1 to chapter 8. In additional, these are the list of the topic and the illustrations:

1.) Chapter 1 “What is Your Name?”

Practice 1

Look at the picture and then complete the sentences.



1. Irna says, “_____”
2. Yanti says, “_____”

Note

The italicised words are called *to be*.

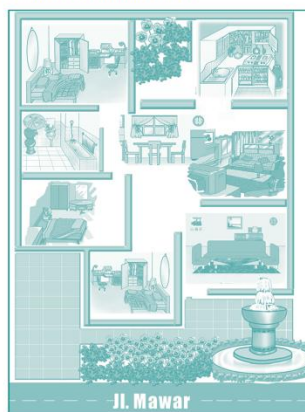
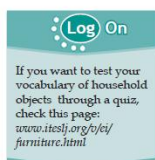
Figure 47. Illustration in Chapter 1

2.) Chapter 2 “Things around Us”

Practice 1

Observe the picture and answer the questions that follow.

This is Mr Abdulrahman's house.



1. How many bedrooms are there?
2. Is the fountain behind Mr Abdulrahman's house?
3. Where is the location of Mr Abdulrahman's house?
4. Is it a big house?

Figure 48. Illustration in Chapter 2

The illustration for chapter 1 goes along with the topic “What is Your Name?” taken in the chapter, which was about introducing, and so that the illustration on the chapter 2 with the topic “Things around Us”, which was about things on our daily life.

3.) Chapter 3 “Let’s Go to School”

Practice 1

Read aloud the following text carefully.

New Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: *The World Book Student Discovery Encyclopedia*, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Practice 2

In pairs, answer the following questions.

1. Who is Anto?
2. Where is he studying?
3. How does he go to school?
4. Does he like swimming?
5. Does he like coming late to school?

Figure 49. Illustration in Chapter 3

4.) Chapter 4 “What Should I Buy?”



RAINBOW
Department Store



Kid's clothing:
shoes, coats, jeans
sweaters, swimsuit

Electronic:
all stereos, TVs, and cameras

Furniture:
leather sofas,
dining tables,
chairs, and book cases.

1. DC World Bookstores sell men's and women's clothes.
2. Mega sells office equipment.
3. DC World Bookstores sale is for five days only.
4. Kitchen sets are on sale at Mega.
5. They often compete for money.
6. Rainbow Dept. Store has cameras for 30% off.
7. DC World Bookstore has books for 40% off.
8. Mega opens for 7 hours only.
9. Rainbow has leather sofas for 20% off.
10. Mega is located in Aceh.

Figure 50. Illustration in Chapter 4

5.) Chapter 5 “Family Life”

Practice 3

Read the text carefully.



My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

Figure 51. Illustration in Chapter 5

6.) Chapter 6 “What Do You Do?”

typist	soldier	carpenter
barber	nurse	sailor
tailor	dentist	hairdresser
	butcher	

1 She's a _____

2 He's a _____

3 She's a _____

4 She's a _____

5 She's a _____

6 He's a _____

7 He's a _____

8 He's a _____

9 He's a _____

10 He's a _____

Figure 52. Illustration in Chapter 6

7.) Chapter 7 “Work Out”

New Horizon

A warm up is usually performed before participating in sports or exercising. A warm up generally consists of a gradual increase in intensity in physical activity. For example, before running or playing an intense sport one might slowly jog to warm muscles and increase heart rate. It is important that warm ups should be specific to the exercise that will follow, which means that exercises (of warm up) should prepare the muscles to be used and to activate the energy systems that are required for that particular activity.

Source: en.wikipedia.org

Simple Exercise, Long Healthy



Figure 53. Illustration in Chapter 7

8.) Chapter 8 “My Hobby”



Look at the picture then answer the que orally.



Source: The World Book Student Discovery Encyclopedia, 2006

Figure 54. Illustration in Chapter 8

From the data above the researcher concluded that all the illustrations given from the first to eighth chapter had already relevant with the topic of the

material. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the fourth point of aspect of language use and readability.

4. The Relevancy between Reading Materials in *English in Focus* Textbook with Aspect of Relation between Chapters Adapted from Ministry of National Education

The fourth research question is about the relevancy between reading materials in *English in Focus* textbook with aspect of relation between chapters adapted from Ministry of National Education. To answer this research question, the researcher should analyzed four points. In the first point, the researcher reviewed about the relevancy between materials with education purposes. Actually, the materials presented in *English in Focus* textbook had appropriate with the education purposes, which are developing students' awareness about the importance of learning English, developing students' comprehension about the connection between languages and culture, so that they have cross cultural perception and engage their self to the culture diversity. Here are some examples showing cross cultural taken from the textbook:

Greetings		
Formal (to older people)	Good morning, Good afternoon, Good evening,	my name is Ari.
	Hi, Hello,	I am Nita.
Nice to meet you. Good to meet you. Pleased to meet you.		Goodbye. Good night. Bye! See you!

Responses		
Formal (to older people)	Good morning, Good afternoon, Good evening,	my name is Helen.
	Hi, Hello,	I am Monty.
Nice to meet you. Good to meet you. Pleased to meet you.		Goodbye. Good night. Bye! See you!

Figure 55. Speech act showing culture in English

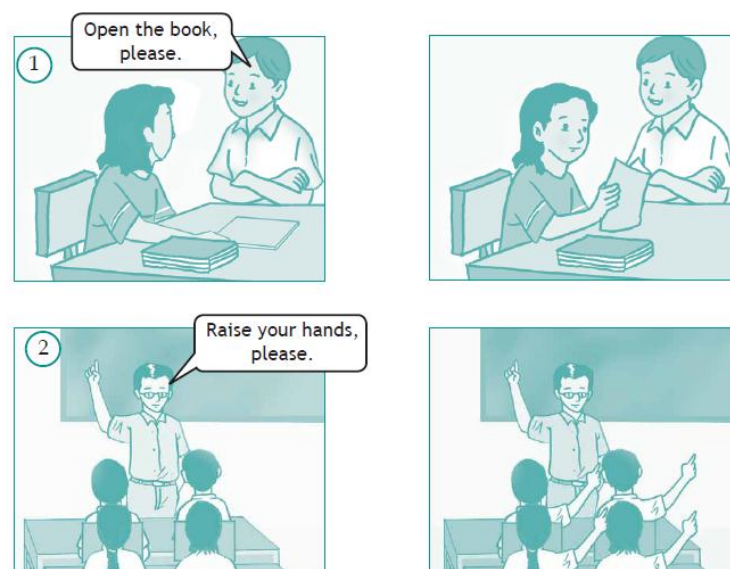


Figure 56. The word “please” showing culture in English

The examples showed us that it means the textbook did not only teach about the use of English, but also gave exercises which were supporting students' intelligences. Therefore, the reading materials presented in *English in Focus* textbook were compatible with the first point of aspect of relation between chapters. Meanwhile, in the second point, the researcher analyzed about the relevancy between the reading materials with the development of knowledge, technology and arts. Based on the analysis result, the material which could encourage the development of technology and arts had not been presented in *English in Focus* textbook. Although, all the materials given were based on the aspect of human life, such as: introduction, things around us, school life and shopping.

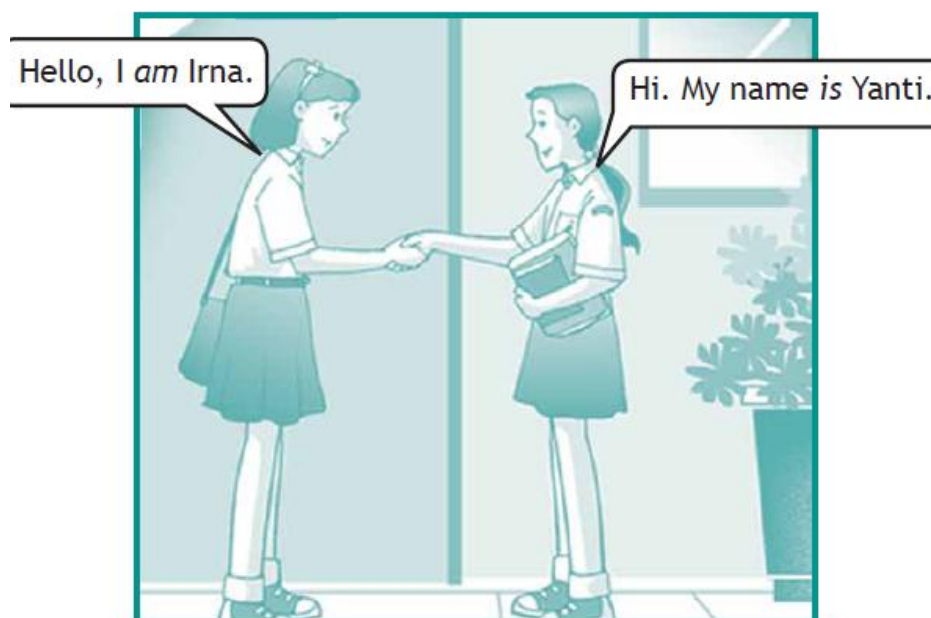



Figure 57. Introduction

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Figure 58. Advertisement

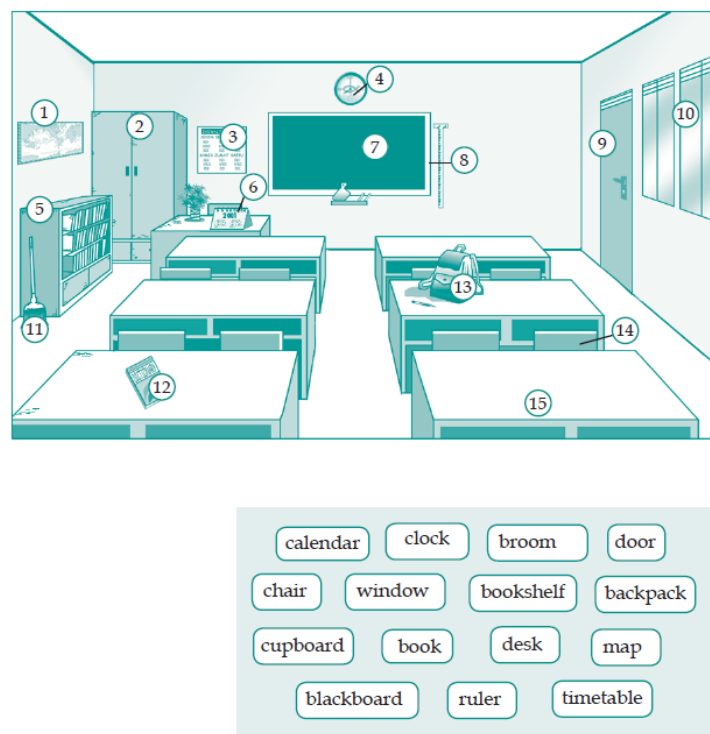


Figure 59. School Life

Therefore, the reading materials presented in *English in Focus* textbook were not compatible with the second point of aspect of relation between chapters. The third point is about the relationship between materials in the textbook. Based on the analysis results, the reading material in the first chapter of *English in Focus* textbook were not related to another chapter on the textbook since it was the basic material. While, the rest chapters were related to each other and took advantages from the existing explanations in the previous chapter. For the example, the researcher took the reading material from chapter 2 and chapter 3 about advertisement:

Practice 2


New Horizon

Television is a widely used telecommunication medium for Broadcasting and receiving live, moving greyscale or color images with sound. The term may also be used to refer specifically to a television set, television program or television transmission.

Taken from: en.wikipedia.org

Your teacher will read aloud the following advertisement. Then you repeat after her/him. Pay attention to the pronunciation and punctuation.

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Figure 60. Advertisement in chapter 2

Practice 3

Read and study the following advertisements.

Yummy Restaurant	Delicious Restaurant
Opens for lunch and dinner. Specialities in <i>Pongteh</i> (chicken), <i>kuah lada</i> (fish), <i>chap chai</i> (vegetable). Get twenty percent discount!	Opens for breakfast and lunch. Specialities in sandwiches, chicken chop, fish and chips, and lamb chop. Get fifteen percent discount!

Practice 4

Work in pairs. Fill in the blanks to help you choose the restaurant and give your reasons.

Place : _____	Place : Delicious Restaurant
Specialities : _____	Specialities : Chicken chop, fish and lamb chop
Discount : Twenty percent	Discount : _____

Figure 61. Advertisement in chapter 3

Therefore, the reading materials presented in *English in Focus* textbook were compatible with the third point of aspect of relation between chapters. Furthermore, in the fourth point, the researcher analyzed about anatomy, norms/ethics and the completeness of a textbook. Based on the analysis, the researcher found that the *English in Focus* textbook had already presented the preface which was containing of vision and mission of the textbook. The preface can be found on page IV of the textbook.

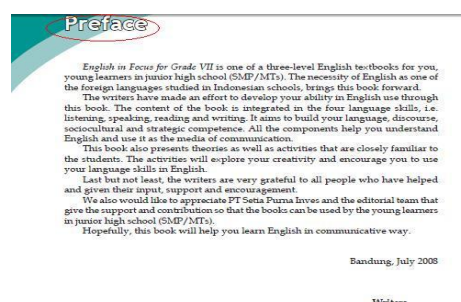


Figure 62. Preface

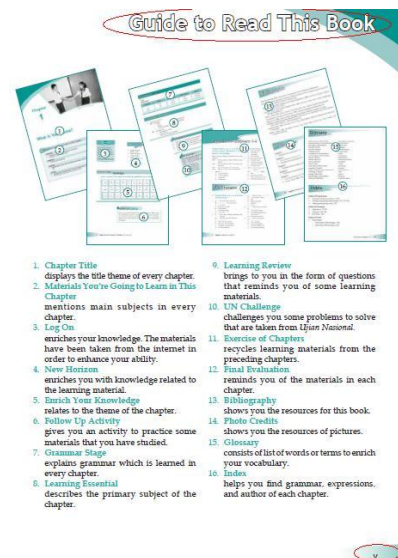


Figure 63. Guidance to the Book

While, the guidance of the textbook had also already presented, it can be found on page V. The guidance consists of the explanation about each part of the textbook. Next, the textbook also presented table of contents, it can be found on page VI – VII. The tables of contents showed the distribution of four skills and its materials in each chapter.

Chapter Contents Chart	
Kata Sambutan	iii
Preface	iv
Guide to Read This Book	v
Chapter 1 What Is Your Name?	1
Listening	2
• Listening to the greetings and introduction expressions	2
• Listening to the words pronunciation	7
Speaking	8
• Greeting and introducing	8
Reading	12
• Reading aloud to a short text with good pronunciation, stress and intonation	12
Writing	14
• Expressing the meaning of short functional texts	14
• Writing short functional texts in the form of greeting card	15
Learning Essential	18
Learning Review	18
Chapter 2 Things around Us	19
Listening	20
• Listening to the gratitude expressions	20
• Listening to the apology expressions	21
• Listening for asking and giving information expressions	22
Speaking	25
• Expressing apology	25
• Expressing gratitude	26
• Asking and giving information	27
Reading	29
• Identifying to the meaning of short descriptive texts	29
• Reading aloud a short text with good pronunciation, stress and intonation	30
Writing	36
• Writing short descriptive texts	36
Learning Essential	38
Learning Review	38
Chapter 3 Let's Go to School	39
Listening	40
• Listening to the command expressions	40
• Listening to the prohibition expressions	42
Speaking	45
• Expressing a command	46
• Expressing prohibition	47
Reading	50
• Reading aloud words, phrases and sentences with good pronunciation, stress and intonation	50

Figure 64. Table of Content

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- Young Scientist: The Planet Life*. 2008. Chicago: World Book.

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Figure 65. Bibliography

Further, the bibliography of the textbook had also already presented, it can be found on page 165. Also, there was glossary which had the list of some difficult words and their meaning. It can be found on page 167.

Glossary

abbreviation /əbrɪvɪ'eɪʃn/	: kependekan singkatan
announcement /ənaʊnsmənt/	: pengumuman
apologise /əpɒlədʒaɪz/	: meminta maaf
breathe /breɪð/	: bernapas
butcher /'bʊtʃə/	: penjual daging
ceiling /'si:liŋ/	: langit-langit
compulsory /kəm'pʌlsəri/	: wajib
conversation /kɒnvə'seɪʃn/	: percakapan
desert /dɪzərt/	: padang pasir
dessert /dɪ'zɜ:t/	: makanan penutup
device /dɪ'vaɪs/	: peralatan
effort /'efɔ:t/	: usaha
equivalent /'ekwɪvələnt/	: persamaan
essential /ɪ'senʃl/	: penting
flight attendant /flaɪt ə'tendənt/	: pramugari/ka
forehead /'fɒrɪhed/	: dahi
garage /'gærɑ:dʒ/	: garasi
grasshopper /'græshɒpə/	: belalang
hibiscus /'hɪbɪskəs/	: kemuning sepiatu
honest /'hɒnɪst/	: jujur
identity /aɪ'dentəti/	: tanda pengenal
individual /'ɪndɪvɪdʒəl/	: perorangan
joy (n) /dʒɔɪ/	: kegembiraan
joyful (adj) /dʒɔɪfʊl/	: penuh kegembiraan
lacy /'leɪs/	: mutiara
lungs /lʌŋz/	: paru-paru
mixture /'mɪksʃə/	: campuran
moustache /'maʊstʃə/	: kumis
naphan /'næpən/	: serbet
nostril /'nɒstrəl/	: lubang hidung
obey /əbeɪ/	: patuh, menurusi
optional /'ɒpʃənəl/	: merupakan pilihan
pick up /pɪk əp/	: jemput
settee /'seti:/	: sofa
shears /ʃɪəz/	: gunting besar
skiver /'ʃɪvə/	: menganggul
son-in-law /sʌn ɪn lɔ:/	: menantu laki-laki
starve /stɑ:v/	: lapar (hungry)
throat /θrəʊt/	: tenggorokan, kerongklongan
twinkle /'twɪŋkl/	: kilip
ungrateful /ʌn'ɡreɪtfl/	: tidak tahu terima kasih
vessel /'vesl/	: tempat (untuk zat cair)
wheelbarrow /'wi:l bærəʊ/	: gerobak
wisely /'waɪzli/	: dengan bijaksana
yellowish /'jeləʊʃ/	: kekuning-kuningan

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Figure 66. Glossary

Therefore, *English in Focus* textbook was compatible with the fourth point of aspect of relation between chapters. It is because the textbook had already fulfilled the anatomy, norms and the completeness of a textbook.

Overall, based on the analysis result of the four aspects, the researcher stated that the reading materials of *English in Focus* textbook were met the criteria of quality English textbook suggested by *Pusat Perbukuan*, Ministry of National Education.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study aims to discover whether the reading material in *English in Focus* textbook could meet the aspects of a qualified English textbook. The reading materials has been analyzed based on aspect of contents, aspect of presentation, aspect of language use and readability, also aspect of relation between chapters. Based on the aim, there are several conclusions that can be drawn.

The first conclusion is regarding to the contents of the *English in Focus* textbook. Dealing with aspect of contents of the textbook, there are some points to analyze. Those points are the conformity between reading materials and curriculum, kind of genres found in the reading materials, the arrangement of reading materials based on the level of difficulty, reading tasks which are given to develop students' ability, the reading material which are supporting life skills and the reading materials which consider the aspects of gender, religion and race. Actually, almost all the points of aspect of contents had already fulfilled by *English in Focus* textbook, except the conformity between reading materials and curriculum since there are some reading indicators that cannot be found in the reading materials.

The second conclusion is regarding to the presentation of *English in Focus* textbook. Dealing with the aspect of presentation of the textbook, there are some points to analyze. Those points are learning purpose which stated explicitly and

lead to the mastery of communicative competence, the presentation of each chapter which reflected the logical path and coherence, the presentation of each chapter which arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in English subject and the presentation of each chapter supporting students to reflect and evaluate their self. Based on the findings, all the points of aspect of presentation had already fulfilled by *English in Focus* textbook.

The third conclusion is regarding to the language use and readability of *English in Focus* textbook. Dealing with the aspect of language use and readability of the textbook, there are some points to analyze. Those points are the standard of English language use according to the language rules, the use of English which is appropriate with the needs of communication learning, the presentation of paragraphs which are presented effectively by considering coherences and cohesiveness and the use of illustrations which are functional and relevant with the materials. Based on the findings, all the points of aspect of language use and readability had been already fulfilled by *English in Focus* textbook.

Furthermore, the fourth conclusion is regarding to the relation among chapters of *English in Focus* textbook. Dealing with the aspect of relation among chapters of the textbook, there are some points to analyze. Those points are the relevancy between the materials with education purposes, the relevancy between the materials and the development of knowledge, technology and arts, the

relationship among materials, and anatomy, norms/ ethics and the completeness of a textbook. The other three of the points of aspect of relation among chapters had been already fulfilled by the textbook, except the relevancy between the materials with the development of knowledge, technology and arts point. Based on the findings, the non-conformity was found because there was no presentation about the development of technology and arts in the textbook.

In conclusion, it can be asserted that the reading materials presented in *English in Focus* textbook met the criteria of aspects of presentation and aspects of language use and readability. On the other hand, *English in Focus* textbook did not meet the criteria of aspect of contents and aspect of relation between chapters suggested by *Pusat Perbukuan*, Ministry of National Education. Therefore, teacher should use an additional textbook as complimentary if they still want to use the *English in Focus* textbook.

B. Suggestions

Dealing with the result of the study, some suggestions are given in this part. The suggestions are directed to the authors who compose and arrange the reading materials in the textbook entitled *English in Focus*, the teachers who have been using or will use the reading materials in the textbook and also the researchers who are interested in the same field of study. The suggestions are:

1. The authors who composed and arranged the reading material in *English in Focus* textbook;

Because of some non-conformities found in the *English in Focus* textbook, the authors of the textbook should look at the 2006 English Standard

Competence and criteria of qualified English textbook suggested by *Pusat Perbukuan*, Ministry of National Education. It will give the reading materials in *English in Focus* textbook become more suitable both for the teacher who uses it as a tool in teaching and learning process and learners who use it as guidance in learning.

2. The teachers who have been using or will use *English in Focus* textbook;

The teachers who have been using or will use *English in Focus* textbook should be more selective in choosing English textbook. They have to be capable in analyzing textbook which will be used in English teaching and learning process. However, *English in Focus* textbook still can be used in the class, but teacher should use an additional textbook as a complimentary one to overcome the non-conformities of *English in Focus* textbook.

3. Other researchers;

The future researchers may conduct a research in the same field, for example by focusing on the presentation of other skills in the *English in Focus* textbook. It could be concerned with the listening, speaking or writing materials.

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APPENDIXES

APPENDIX 1

READING MATERIALS

IN *ENGLISH IN FOCUS*



What Is Your Name?

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the greetings and introduction expressions
- Listening to the words pronunciation

Speaking

- Greeting and introducing

Reading

- Reading aloud to a short text with good pronunciation, stress and intonation

Writing

- Expressing the meaning of short functional texts
- Writing short functional texts in the form of greeting card

Anton : _____
 Teacher : Good. How about you, Yeni?
 Yeni : _____
 Teacher : Nicely done.
 Yeni : Thank you.

Reading

In this section, you will learn how to:

- read aloud of some short texts about introduction.

After learning the lesson in this section, you are expected to be able to:

- read aloud of some short texts about introduction.

Practice 1

Look at the picture and then complete the sentences.



1. Irma says, "_____."
2. Yanti says, "_____."

Note

The italicised words are called *to be*.

Practice 2



Read aloud the following text.

- My name is Santi Pidiati.
- I am a student.
- I go to SMP 1 in Palembang.
- I was born in Palembang, 30th December 1994.
- I live at Jl. Ahmad Yani No. 15. My phone number is 200001.
- I like jogging, bicycling, and listening to music.
- My parents name are Mr Helmi Yahya and Mrs Yoana Pataya.
- My blood type is O.
- You can e-mail me at pidia94@yahoo.co.id.
- I am in 1F.
- I have a lot of friends.
- Titi is one of my friends.

Practice 3

Now, fill in the following form.

Santi is a new student at SMP 1 Palembang. She wants to be a member of girlscouts in her school. But before, she must fill in the form that consists of her data. Your job is to help Santi to fill in the form.

Jasmine Girlscout SMP 1 Jalan Pahlawan Revolusi No. 5 Palembang	
<p>Students' Data</p> <p>1. Full Name : _____</p> <p>2. Date of Birth : _____</p> <p>3. Address : _____</p> <p>4. Phone Number : _____</p> <p>5. Interests : _____</p> <p>6. Parents Name : _____</p> <p>7. Blood Type : _____</p> <p>8. E-mail Address (if any) : _____</p> <p style="text-align: right; margin-top: 20px;">Palembang, ... / ... / 2008</p> <p style="text-align: right;">(your name) _____</p>	

Chapter 2



Source: www.budfindonesia.co

Things around Us

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the gratitude expressions
- Listening to the apology expressions
- Listening for asking and giving information expressions

Speaking

- Expressing apology
- Expressing gratitude
- Asking and giving information

Reading

- Reading aloud a short text with good pronunciation, stress and intonation
- Identifying to the meaning of short descriptive texts

Writing

- Writing short descriptive texts

Reading

In this section, you will learn how to:

- read aloud short descriptive text about things in your house and your school.

After learning the lesson in this section, you are expected to be able to:

- read aloud short descriptive text about things in your house and your school correctly.

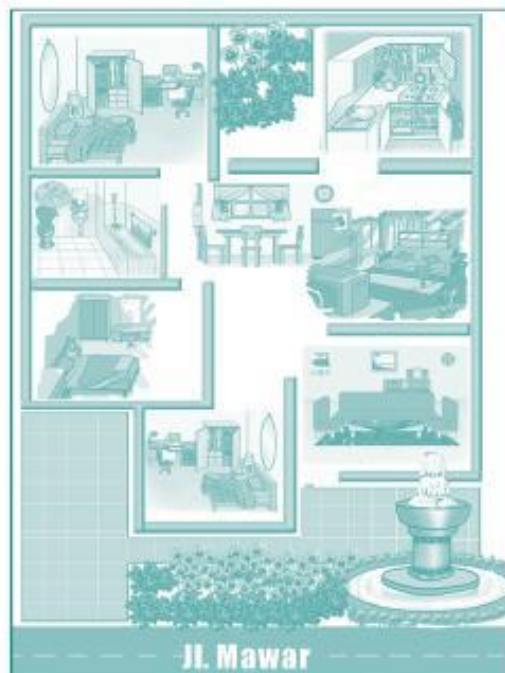
Practice 1

Observe the picture and answer the questions that follow.

This is Mr Abdulrahman's house.

Log On

If you want to test your vocabulary of household objects through a quiz, check this page:
www.itsolj.org/bj/ai/furniture.html



1. How many bedrooms are there?
2. Is the fountain behind Mr Abdulrahman's house?
3. Where is the location of Mr Abdulrahman's house?
4. Is it a big house?
5. Is it a two-storey house?

Practice 2

Your teacher will read aloud the following advertisement. Then you repeat after her/him. Pay attention to the pronunciation and punctuation.

New Horizon

Television is a widely used telecommunication medium for Broadcasting and receiving live, moving greyscale or color images with sound. The term may also be used to refer specifically to a television set, television program or television transmission.

Taken from: en.wikipedia.org

FOR SALE



Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a drawing room, a dining room, a study room, a kitchen, two bathrooms and a garage.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A sofa and some chairs in the drawing room.
- A refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.

It also has 3000 V power, telephone line, hotspot, and water heater. Serious buyer contacts Tia 987654.

Practice 3

Work in pairs. Read again the ad in Practice 2 then answer the following questions.

1. Could you mention the rooms in the house?
2. Where are the children's bedrooms?
3. Could you mention the things in the living room?
4. What is there in the drawing room?
5. Can you mention some kitchen utensils?

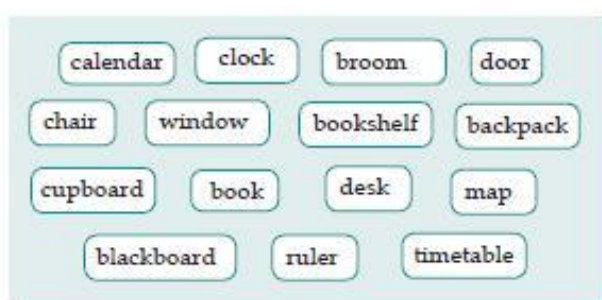
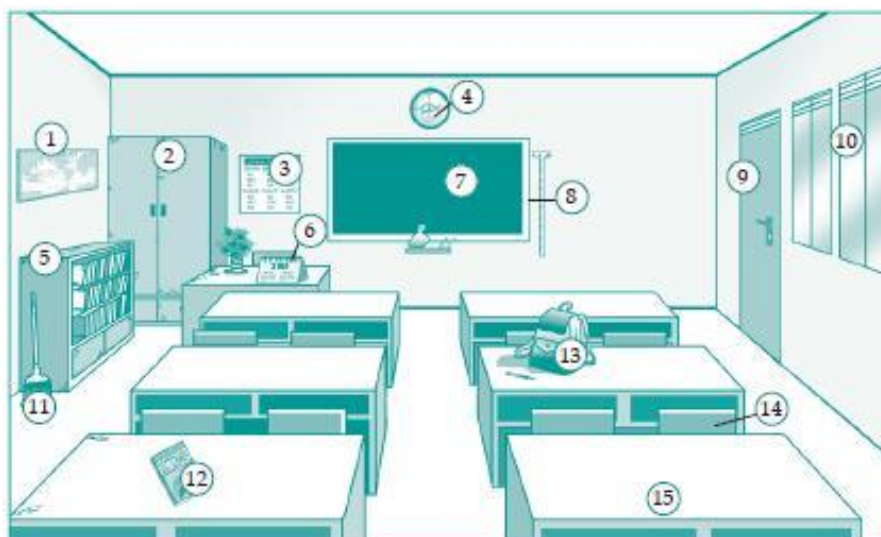
Pronounce It!

- | | |
|-------------|------------|
| 1. book | : /bʊk/ |
| 2. broom | : /bru:m/ |
| 3. backpack | : /bækpæk/ |
| 4. clock | : /klɒk/ |
| 5. cupboard | : /kʌbəd/ |
| 6. door | : /dɔ:(r)/ |

Practice 4

Study the picture of Ari's classroom.

This is Ari's classroom. There are many things in Ari's classroom. Do you know what they are? Can you mention the name of each picture?



Practice 6

In pairs, choose a, b, c, or d for the correct answer.
Do it in your exercise book.

1. There is a living room.
Living room means ____
a. bathroom
b. waiting room
c. bedroom
d. sitting room
2. There is a dining room.
Dining room means a room in which ____
a. you keep money
b. you keep books
c. you eat meals
d. you keep clothes
3. There is also a drawing room.
A drawing room means a room in which ____
a. people keep pictures
b. people are painting
c. people are cooking
d. people receive guests
4. The house has six bedrooms.
A bedroom is a room to ____
a. play in c. read in
b. sleep in d. study in
5. A big house usually has a study.
A study is a room in which a person ____
a. plays in
b. writes a letter
c. listens to the radio
d. studies, reads, writes, etc.
6. She is in the kitchen.
A kitchen is a room where a person ____
a. eats c. drinks
b. cooks d. sleeps
7. This house has two bathrooms.
A bathroom is a room where a person ____
a. irons shirts
b. reads books
c. washes clothes
d. takes a bath
8. The children's bedrooms are upstairs.
Upstairs means ____
a. on a lower floor
b. on an upper floor
c. to the ground floor
d. on the ground floor
9. There is a garage on the left side of the house.
A garage is a shed where ____
a. a driver sleeps
b. cars are stored
c. cars are washed
d. household appliances are kept
10. This room is for the guests.
A guest is a person who ____
a. entertains
b. waits for someone
c. visits somebody else
d. sits next to somebody

Chapter 3

Source: Publisher's Documentation

Let's Go to School

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the command expressions
- Listening to the prohibition expressions

Speaking

- Expressing a command
- Expressing prohibition

Reading

- Reading aloud words, phrases and sentences with good pronunciation, stress and intonation

Writing

- Writing simple functional text in the form of short messages

Reading

In this section, you will learn how to:

- read aloud short descriptive texts;
- read aloud a short functional text in the form of restaurant's ad and menu.

After learning the lesson in this section, you are expected to be able to:

- get the meaning from short descriptive texts;
- read aloud a short functional text in the form of restaurant's ad and menu appropriately.

Practice 1

Read aloud the following text carefully.

New

Horizon

In ancient Greece, only the sons of citizens could attend school, and most of the people in ancient Greece were not citizens.

Taken from: The World Book Student Discovery Encyclopedia, 2006



Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

Practice 2

In pairs, answer the following questions.

1. Who is Anto?
2. Where is he studying?
3. How does he go to school?
4. Does he like swimming?
5. Does he like coming late to school?
6. What about his attitude to his parents and teacher?

Practice 3

Read and study the following advertisements.

Yummy Restaurant	Delicious Restaurant
Opens for lunch and dinner. Specialities in <i>Pongteh</i> (chicken), <i>kuah lada</i> (fish), <i>chap chai</i> (vegetable). Get twenty percent discount!	Opens for breakfast and lunch. Specialities in sandwiches, chicken chop, fish and chips, and lamb chop. Get fifteen percent discount!

Practice 4

Work in pairs. Fill in the blanks to help you choose the restaurant and give your reasons.

Place : _____	Place : Delicious Restaurant
Specialities : _____	Specialities : Chicken chop, fish and lamb chop
Discount : Twenty percent	Discount : _____

Practice 5

Your teacher will read the following text. Pay attention to her/his pronunciation and punctuation.

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste are so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier.

Practice 6

Fill in the following table with some facts from the text.

Dream Food's Specialities Menu	Dream Food's Description	Dream Food's Location
_____	large parking	_____
_____	_____	_____
_____	_____	_____

Practice 7

Choose a, b or c for the right answer.

- What is Dream Food?
 - Favourite food.
 - Restaurant.
 - A place near writer's house.
- How does Dream Food look like?
 - It's large and comfortable.
 - It's nice but small.
 - It's far and cozy.
- What kind of restaurant you think it is?
 - Teenager restaurant.
 - Family restaurant.
 - Kids restaurant.
- What is the speciality menu there?
 - Soup.
 - Cake.
 - Oxtail soup.
- What is the advantage by eating there?
 - Get a big discount.
 - Get promo price.
 - Get students' discount.

Practice 8

Discuss and answer the following questions.

- What do you think of Dream Food restaurant? Explain your answer.
- Can you give your opinion about some conditions of a restaurant should be?

Enrich Your Knowledge

Days of the week

Sunday, Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday

For the years we usually say

1980 : nineteen eighty
2005 : two thousand and five
2015 : two thousand and fifteen

Months of the year

1. January	4. April	7. July	10. October
2. February	5. May	8. August	11. November
3. March	6. June	9. September	12. December

Chapter 4



Source: Publisher's Documentation

What Should I Buy?

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the politeness expressions
- Listening to the short functional texts in the form of advertisement

Speaking

- Expressing politeness
- Expressing the meaning of short functional texts in the form of advertisement

Reading

- Reading aloud descriptive texts with correct pronunciation, stress and intonation
- Identify the meaning of short functional texts in the form of advertisement

Writing

- Writing descriptive texts
- Writing short functional texts in the form of advertisement

Reading

In this section, you will learn how to:

- read aloud an advertisement;
- identify meanings of an advertisement.

After learning the lesson in this section, you are expected to be able to:

- read aloud an advertisement correctly;
- understand meanings of an advertisement.

Practice 1

Answer the questions orally.

1. Have you ever read a shopping advertisement?
2. If you have, what information did you find?
3. Where do you usually find a shopping advertisement?

Practice 2

In pairs, decide whether the statements are true or false based on the advertisement.





**RAINBOW
Department Store**

Kid's clothing:
shoes, coats, jeans
sweaters, swimsuit

Electronic:
all stereos, TVs, and cameras

Furniture:
leather sofas,
dining tables,
chairs, and book cases.



1. DC World Bookstores sell men's and women's clothes.
2. Mega sells office equipment.
3. DC World Bookstores sale is for five days only.
4. Kitchen sets are on sale at Mega.
5. They often compete for money.
6. Rainbow Dept. Store has cameras for 30% off.
7. DC World Bookstore has books for 40% off.
8. Mega opens for 7 hours only.
9. Rainbow has leather sofas for 20% off.
10. Mega is located in Aceh.

Practice 3

Match the places in column A with the explanations in column B. Use your dictionary.

A	B
1. department store	a. sells flowers
2. grocery	b. sells meat, chicken and eggs
3. florist	c. sells medicines and toilet articles
4. greengrocery	d. sells fish
5. baker	e. sells clothes and other things
6. stationery	f. sells cars or motorcycles
7. drugstore	g. sells sugar, flour, canned foods, etc
8. fishmonger	h. sells bread, cakes, pies
9. butcher	i. sells things for writing
10. dealer	j. sells fruit and vegetables

Exercise of Chapters 1-4

Choose either a, b, c, or d for the correct answer. Questions 1-3 are based on the dialogue.

Deni is a new student. He meets Hari in the canteen.

Deni : Hi, my name is Deni. What is your name?

Hari : Hi, my name is Hari. Are you a new student?

Deni : Yes, I am. I'm in 1C, and you?

Hari : Me, too. Then we are classmates.

1. Deni is _____.
 - a. a new teacher
 - b. a new student
 - c. a teacher
 - d. a librarian
2. Deni meets Hari in _____.
 - a. the classroom
 - b. the library
 - c. the yard
 - d. the canteen
3. Are they classmates?
 - a. Yes, they are.
 - b. No, they are not.
 - c. Yes, they are not.
 - d. No, they are.
4. Sigit : I have to go now. Nice to meet you, Sri.
Sri : _____, Sigit.
 - a. Bye
 - b. How do you do?
 - c. Nice to meet you, too
 - d. Pleased to meet you
5. Nicky : I'm going to sleep now.
Stuart : OK. _____.
 - a. Good night
 - b. Goodbye
 - c. Bye
 - d. Good evening

6. It _____ a fish.
 - a. is
 - b. am
 - c. are
 - d. go
7. The boys _____ reading.
 - a. is
 - b. am
 - c. are
 - d. sit
8. Something you can find in your classroom is a _____.
 - a. radio
 - b. pillow
 - c. stove
 - d. blackboard
9. _____ is sitting on a beach.
 - a. A man
 - b. A men
 - c. Man
 - d. Men
10. The woman is a teacher.
The plural form of the sentence is _____.
 - a. the woman are teachers
 - b. the woman is a teacher
 - c. the women are teachers
 - d. the women are teacher
11. I don't have _____ sugar.
 - a. some
 - b. any
 - c. and
 - d. the
12. Is there _____ book in your bag?
 - a. some
 - b. and
 - c. but
 - d. a
13. Do you have _____ coffee?
 - a. some
 - b. any
 - c. and
 - d. the
14. Look at the pictures.



The appropriate command expression is _____

- Open the door, please
- Close the window, please
- Close the book, please
- Open the book, please

15. Look at the pictures.



The appropriate command expression is _____

- Stand up, please.
- Raise your hand, please.
- Wave your hand, please.
- Sit down, please.

16. Rima : I want to go to the library.

Anto : _____

Rima : Why?

Anto : The library is closed until Saturday

- Stand up, please
- Don't go there
- Sit down
- Don't smoke

17. Look at the picture.



What are they doing?

- They are talking.
- They are smiling.
- They are laughing.
- They are crying.

18. Look at the picture.



What is she doing?

- She is sleeping.
- She is lying.
- She is cooking.
- She is closing.

19. Fitra : What is Eka doing?

Linda : He (study) English.

- He studying English
- He studies English
- He is studying English
- He study English

20. Wulan : What is Susan doing?

Citra : She (cook) fried rice.

- She is cooking fried rice
- She cooks fried rice
- She cooking fried rice
- She is cooks fried rice

21. _____ Betty working in the post office?

- | | |
|-------|--------|
| a. Is | c. Are |
| b. Am | d. Do |

22. _____ you coming here?

- | | |
|-------|--------|
| a. Is | c. Are |
| b. Am | d. Do |

23. Rima : Thank you for your attention.

Anto : _____

- You are welcome
- I am very sorry
- Please excuse me
- Thanks

24. Ranti : I'm sorry, I broke your ruler.

Angga : _____

- Thank you
- Never mind
- Please excuse me
- You are welcome

Chapter 5



Source: Publisher's Documentation

Family Life

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the expressions for asking and giving opinion

Speaking

- Expressing likes and dislikes
- Asking for opinion

Reading

- Getting information from a descriptive text
- Reading aloud a descriptive text

Writing

- Writing a simple descriptive text about family
- Writing short functional texts in the form of greeting cards

Reading

In this section, you will learn how to:

- read aloud a descriptive text;
- get specific information from a text.

After learning the lesson in this section, you are expected to be able to:

- read aloud a descriptive text correctly;
- get specific information from a text.

Practice 1

Observe the picture, then answer the questions orally.

Log On

You can still have a fun holiday just playing at home. For ideas of fun games to play, log on to: <http://health.kaboose.com/active-kids/summer-backyard-games.html>



Source: www.adfhi.com

1. Do you know what place it is?
2. Have you ever been to a beach?
3. Where do you usually spend your holiday?
4. With whom do you usually spend your holiday?

Practice 2

Imagine you were taking a holiday at a beach. List things you would find there. Compare your list with your friend's.

Practice 3

Read the text carefully.



My name is Kevin. My parents' names are Mr and Mrs Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling. The place that we often visit is Bali. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

Practice 4

Answer the questions based on the text.

1. What is the writer's name?
2. How many sisters does he have?
3. What place that Kevin and his family often visit when holiday?
4. Who like travelling?
5. Where does the restaurant face directly to?

Follow-up Activity

Go to your house yard, schoolyard, or a park in your town. Describe the place. If you have a digital camera, capture the place. Then, attach the photograph with your writing. If you don't have the camera, draw the place on a drawing paper. Color it. Attach the picture with your description. You are just making an article! Collect to your teacher and see your friends' articles.

Practice 5

Here are the series of activities which are done by a family. Put them in the correct order.



doing homework

taking a bath

taking a nap

making the beds

going to school

getting up at 4.30

having breakfast

having lunch

Practice 6

Read aloud the following text.

Mr Syailendra's family has a regular habits. Everyday, his family getting up at 4.30 a.m. Then, they have breakfast at 6.30 a.m. After that, Mr Syailendra goes to work at 7.00 a.m. with his daughter, Meska that goes to school. If Sunday comes, they have lunch together at 11.30 a.m.

Practice 7

Read the following habit of Mr Made Sugawa's family. Then make a paragraph. Follow the example in Practice 6.

Chapter 6



Source: www.fo-aae.info

What Do You Do?

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the expressions for asking and giving something
- Listening to the monologues of descriptive texts

Speaking

- Asking and giving something
- Describing people

Reading

- Getting information from a text
- Reading a descriptive text

Writing

- Writing a descriptive text

Reading

In this section, you will learn how to:

- get information from a text about professions;
- identify main ideas in a text about professions;
- identify parts of a descriptive text.

After learning the lesson in this section, you are expected to be able to:

- get information from a text about professions;
- identify main ideas in a text about professions;
- read and identify parts of a descriptive text.

Practice 1

Read the text carefully.

Mr Kartolo, the Farmer



Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

Practice 2

In pairs, answer the following questions.

1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?

Practice 3

Match the following words with their appropriate meanings. Work in pairs.

A	B
1. harvest	a. building for storing hay
2. plough	b. amount of grain, grass, etc produce in a year or season
3. crops	c. situated outside building
4. barn	d. cutting and gathering of crops
5. out door	e. break up the surface of land

Practice 4

Discuss with your partner to decide whether the statements are true or false.

1. Farmers work on the farm.
2. A pilot flies a plane.
3. Doctors find jobs at schools.
4. Teachers teach at schools.
5. Engine drivers drive buses.
6. Pearl-divers cannot swim.
7. Sailors work on land.
8. Miners must have good stamina.
9. Taxi drivers usually own their taxis.
10. Chefs work in an office.

Practice 5

Read the text carefully.

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

Practice 6

Find the main idea of the paragraph from the text in Practice 5.

Note

Characteristics of Descriptive Text

- A *descriptive text* is a text that describes the features of someone, something, or a certain place.
- *Introduction* is the part of the paragraph that introduces the character.

Example : Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful.

- *Description* is the part of the paragraph that describes the character.

Example : Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon.

Practice 7

Work in pairs. Find characteristics of text in Practice 5.

Practice 8

Find the Indonesian words of these words. Use the dictionary to help you.

1. neighbour (n)
2. clown (n)
3. work (n)
4. carnival (n)
5. job (n)
6. entertain (v)
7. laugh (v)
8. funny (adj)
9. wig (n)
10. kind (adj)

Chapter 7



Source: publisher's Documentation

Work Out

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the expressions for asking and giving facts
- Listening to the monologues of procedural texts

Speaking

- Asking and giving facts
- Performing a monologue of procedural texts

Reading

- Reading procedural texts
- Identifying meanings of procedural texts

Writing

- Writing a procedural text

Practice

adverbs in the box.

soon	seriously	silently
where	very	all day
by car	one afternoon	

1. They will leave this house _____
2. Calista is a _____ beautiful girl.
3. We go to Jakarta _____
4. Andra will meet Aurora _____ at 2 p.m.
5. In the rainy season, rain will fall _____ long.
6. Be careful when you go camping in the woods, snakes are coming _____. You won't hear them moving.
7. _____ do you go, Hanum?
8. I don't know what happened with Gugun. The headmaster is talking _____ with him now.

Reading

In this section, you will learn how to:

- read aloud a text about health;
- identify the characteristics of a procedural text.

After learning the lesson in this section, you are expected to be able to:

- read aloud a text about health;
- identify the rhetorical steps in a procedural text appropriately.

Practice 1

Read the following tips.

Ways to Keep Healthy
<ol style="list-style-type: none"> 1. Do not smoke cigarettes. 2. Do exercise in the morning. 3. Eat healthy meals. 4. Get enough sleep at night. 5. Take vitamins if necessary.

Practice 2

Answer the following questions.

1. Can you give your opinion to the tips in Activity 1?
2. What about you? Do you always do the things the tips say?

Practice 3

Read aloud the following text.

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

Practice 4

Answer the following questions with your friend.

1. What are three things that Wati does to stay healthy?
2. Why does she do all these things?
3. Give your opinion about Wati's life style.

Practice 5

Answer the following questions about yourself. Then, swap your work with your friend and read it aloud.

1. What kind of exercise do you enjoy?
2. How often do you exercise?
3. Do you try to eat healthy meals? Why or why not?
4. Do you usually get enough sleep at night? How many hours of sleep do you like to get?
5. How do you usually feel after you exercise? Energetic? Relaxed? Tired? Hungry? Sleepy?

Practice 6

Match each word in column A with its meaning in column B. Consult your dictionary.

No.	A	B
1.	care	a. to make something have a particular form.
2.	join	b. to stop in one condition, keeping in one condition.
3.	consume	c. to feel that something is important
4.	supply	d. to eat
5.	shape	e. to become a member of something.
6.	stay	f. to add or supply something

Practice 7

Read the text carefully.

Germinating Petunia Seeds	
Goal/Purpose	To germinate petunia seeds.
Materials	You will need: <ul style="list-style-type: none"> • A packet of petunia seeds • A seed tray or small pots • Loamy friable soil or potting mix • Water • Fertiliser
Methods/steps	Steps: <ol style="list-style-type: none"> 1. Fill seed tray with soil. 2. Incorporate fertiliser into soil. 3. Scatter seeds on the surface of the soil. 4. Cover seeds with a 3 mm layer of soil. Press firmly. 5. Spray water to moisten the seed bed. 6. Place seed tray in warm, sunny position (at least 25°C). 7. Keep soil moist by watering gently while seeds are germinating. Seeds will germinate in about 10-14 days.

Source: www.bmpc.edu.au

Chapter 8



Source: pratiya.brasnjaya.ac.id

My Hobby

Materials You Are Going to Learn in This Chapter

Listening

- Listening to the expressions for asking clarification
- Listening to the procedural text

Speaking

- Asking and responding clarification expressions
- Performing a monologue in a procedural form

Reading

- Reading aloud a procedural text

Writing

- Writing a procedural text

8. Andi _____ want ice cream. He wants mango juice.
 9. We _____ buy coffee. We buy sugar.
 10. I _____ like chocolate. I like candies.

Practice 9

Write two sentences for each number given. Then say it.

Example : He/want/to eat/to drink.
 He doesn't want to eat.
 He wants to drink.

1. She/need/a pen/a pencil.
2. Andi and Hendra/play/basketball/volleyball.
3. That man/speak/English/French.
4. My sister/study/laws economics.
5. We/look after/dogs/birds.

Reading

In this section, you will learn how to:

- read aloud a procedural text.

After learning the lesson in this section, you are expected to be able to:

- read aloud a procedural text appropriately.

Practice 1

Look at the picture then answer the questions orally.



Source: *The World Book Student Discovery Encyclopedia*, 2006

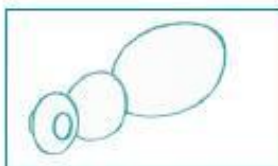
2. Do you like the activity, too?
3. Is it your hobby?
4. Can you tell the class why or why not you like/dislike doing a natural experiment?
5. Is it for kids?

Practice 2

Read the following text carefully.

Drawing Insects

You will need: a pencil
a piece of paper



1. An insect's body has three parts, so start by drawing three simple shapes. Add small circles for the eyes.



2. An insect has six legs. When you draw the legs, remember that the back legs are longer than the front ones.



3. Draw an antenna on their head and wings on their thorax.
4. Name your insect!

Source: Young Scientist: The Plant Life, 2008

Practice 3

Work in pairs to discuss and answer the following questions.

1. What do we do first?
2. Where should we put the eyes?
3. What must you remember when you draw the legs?
4. What should we draw on their thorax?
5. What is the last step?

Practice 4

Arrange the following jumbled sentences into correct paragraph.

Create a Menu Games



Source: CD Image

Things you should prepare:

Paper

Pen/coloured pencil

- a. After that, arrange what we normally see on a menu. Such as, lists of food, price, name of restaurant etc).
- b. Finally, choose the best one with the help of your teacher. The highest score should present their menu in front of the class.
- c. Next, choose your restaurant specialities. Examples, European food, Sundanese food, Japanese food, Manado food, Italian food, Padang food, etc.
- d. First of all, you should be familiar with some basic food vocabulary.
- e. Then, design the menu and decide on prices. Set a time limit.

Taken from: *Make English Fun Volume 2, 2003*

Exercise of Chapters 5-8

Choose either a, b, c, or d for the right answer.

1. Rasty : Do you like hamburger?
Dika : _____ hamburger.
a. I don't know
b. I can't stand
c. I enjoy
d. It's good?



The books are _____ the table.
a. in c. on
b. at d. behind



The cat is _____ the table.
a. under c. on
b. in d. at



The bookshelf is _____ the sofa.

- a. under
b. at
c. behind
d. in front of
5. Ima : Do you like to read comics?
Eka : Yes, _____
a. I think so
b. I don't know
c. I don't like it
d. I like it a lot
6. Susan is Mr Surya's daughter.
Mr Surya is Susan's _____
a. uncle
b. father
c. grandfather
d. son
7. Sigit is Wawan's nephew.
Wawan is Sigit's _____
a. father
b. brother
c. mother
d. uncle
8. Evi is Arif's sister.
Arif is Evi's _____
a. father
b. brother
c. mother
d. uncle



A : What time is it?
B : It's _____.

- a. five fifteen
- b. fifteen to five
- c. five forty-five
- d. five thirty

10.



A : What time is it?

B : It's _____

- a. three thirty
- b. three twenty
- c. three forty
- d. three twenty-five

11. My sister _____ I went to the mall.

- a. and
- b. but
- c. except
- d. with

Read the text carefully. Questions 12 to 16 are about Text 1.

Text 1

My Family

My name is Randi. I am an SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher.

My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

12. Who is Randi?

- a. He is an SMA student.
- b. He is a teacher.
- c. He is a doctor.
- d. He is an SMP student.

13. How many people are there in Mr. Rahman's family?

- a. five
- b. four
- c. three
- d. two

14. What is Randi's mother?

- a. She is a programmer.
- b. She is a teacher.
- c. She is a student.
- d. She is a doctor.

15. How many children does Mr. Rahman have?

- a. two
- b. three
- c. four
- d. five

16. The main idea of the second paragraph is about _____

- a. the children in the family
- b. The jobs in the family
- c. The parents' job
- d. The education

17. A person who covers news is a _____

- a. speaker
- b. trainer
- c. journalist
- d. nurse

18. A doctor works in a _____

- a. hospital
- b. company
- c. radio station
- d. train

19. A chef works in a _____

- a. hospital
- b. school
- c. office
- d. restaurant

20. A mechanic works in a _____

- a. travel agency
- b. newspaper
- c. office
- d. workshop

Read the text carefully. Questions 21 to 25 are about Text 2.

Text 2

Tomato Soup

- 4 large tomatoes
- 1 small onion
- 8 cups water
- small clove garlic
- spices
- $\frac{1}{2}$ teaspoon salt
- $\frac{1}{4}$ teaspoon pepper
- $\frac{1}{2}$ teaspoon butter

1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, and pepper.
3. Heat until the water boils.
4. Turn down the heat and cover the lid.
5. Cook for one hour.

21. What is kind of the text above?

- a. Narrative.
- b. Recount.
- c. Monologue.
- d. Procedure.

22. How many tomatoes are needed for tomato soup?

- a. 4 large tomatoes
- b. 4 small tomatoes
- c. 1 large tomato
- d. 1 small tomato

23. How much water is needed for tomato soup?

- a. 1 cup of water
- b. 8 cups of water
- c. 5 cups of water
- d. 2 cups of water

24. After frying the ingredients in a pan what is the next step?

- a. Turn down the heat.
- b. Heat until the water boils.
- c. Add water, spices, salt, and pepper.
- d. Cook for one hour.

25. What is the last step when making tomato soup?

- a. Cook for one hour.
- b. Fry the ingredients in a pan.
- c. Heat until the water boils.
- d. Put stock into a pan.

26. Rano : Is it correct that an earthquake happened last night?

Ani : _____

- a. Really?
- b. No, I didn't?
- c. Yes, it's correct
- d. Yes, I do

27. Mother : Can you get me some tomatoes from the refrigerator?

Ricky : _____

- a. Really?
- b. Yes, that's right
- c. Yes, sure, Mom
- d. No, thanks

28. Mother : _____

Dikdik : Here you are, Mom.

- a. Give me some sugar
- b. Do you ever go to the zoo?
- c. Yes, that's right
- d. Are you sure?

29. It's raining _____

- a. heavily
- b. badly
- c. nervously
- d. carefully

30. Listen _____!

- a. badly
- b. heavily
- c. nervously
- d. carefully

31. She drives very _____

- a. hardly
- b. slowly
- c. well
- d. suddenly

APPENDIXES 2

CHECKLIST

Textbook Evaluation Checklist

No.	Aspects of Content	Yes	No
1.	The conformity between reading materials and curriculum		✓
2.	Kind of genres found in the reading materials	✓	
3.	The arrangement of reading materials based on the level of difficulty	✓	
4.	Reading tasks which are given to develop students' ability,	✓	
5.	The reading material which are supporting life skills	✓	
6.	The reading materials which are consider about the aspects of gender, religion and race	✓	

No.	Aspect of Presentation	Yes	No
1.	Learning purpose which stated explicitly and lead to mastery of communication competence	✓	
2.	The presentation of each chapter reflect the logical path and coherence	✓	
3.	The presentation of each chapter arranged from easy to difficult materials	✓	
4.	The conformity between tasks and materials	✓	
5.	The presentation of each chapter engaging students to communicate using English actively	✓	
6.	The presentation of each chapter supporting students to be interested in English subject	✓	
7.	The presentation of each chapter supporting students to reflect and evaluate their self.	✓	

No.	Aspects of language use and readability	Yes	No
1.	The standard of English language use according to the language rules	✓	
2.	The use of English which is appropriate with needs of communication learning	✓	
3.	The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness	✓	
4.	The use of illustrations which are functional and relevant with the materials	✓	

No.	Aspects of the relation between chapters	Yes	No
1.	The relevancy between the materials with education purposes	✓	
2.	The relevancy between the materials with the development of knowledge, technology and arts		✓
3.	The relationship between materials in the textbook.	✓	
4.	The relationship between materials, and anatomy, norms/ ethics and the completeness of a textbook	✓	

ATTACHMENT 3

DESCRIPTIONS OF ANALYSIS

No.	Aspects of Content	Descriptions of analysis
1.	The conformity between reading materials and curriculum	Most of reading materials were not in line with the 2006 English Standard Competence. It was because the reading materials such as announcement, greeting card, shopping list, SMS and instruction were not covered in the English in Focus textbook.
2.	Kind of genres found in the reading materials	The reading materials found in the textbook were compatible with the second point of aspect of contents. It is because the reading materials in the textbook consist of some genres.
3.	The arrangement of reading materials based on the level of difficulty	All the materials which were presented from the first to eighth chapter were varied and there were no repeated explanation. Therefore, the reading materials found in the textbook were compatible with the third point of aspect of contents.
4.	Reading tasks which are given to develop students' ability,	All the reading tasks which were presented in each chapter were enough; it can be used for exercise in the class even for homework. Therefore, the reading materials found in the textbook were compatible with the fourth point of aspect of contents.

5.	The reading material which are supporting life skills	Generally, each chapter in English in Focus textbook had already presented reading materials which were supporting students' life skills. The differences between each chapter were the themes of the materials. All of those themes along with the exercises given had already presented life skills for the students.
6.	The reading materials which are consider about the aspects of gender, religion and race	The materials presented in each chapter in English in Focus textbook had already compatible with the sixth point of aspect of contents. There was no emphasizing on the aspect of gender, ethnic, religion, race

No.	Aspect of Presentation	Descriptions of analysis
1.	Learning purpose which stated explicitly and lead to mastery of communication competence	The learning objectives which were stated in English in Focus were compatible with the first point of aspect of presentation. There were explanation of learning objectives in each chapter which helped the students to understand about the materials that they were going to learn and ability that they got after learning the materials. Besides, the materials led the students to master the English communication competence.
2.	The presentation of each chapter reflect the logical path and coherence	The first chapter to the eighth chapter already fulfilled the aspect of presentation which reflected the logical and coherence path. It was because each chapter presented the materials which were properly arranged and understandable.
3.	The presentation of each chapter arranged from easy to difficult materials	All the reading materials were started from the easy part, then the level of difficulty were increased in the later materials. Therefore, the reading materials presented in English in Focus textbook were compatible with the third point of aspect of presentation
4.	The conformity between tasks and materials	The tasks and exercises given on the first to eighth chapters in English in Focus textbook were compatible with the reading materials given. Therefore, the reading materials presented in the first semester of English in Focus textbook were appropriate with the fourth point of aspect of presentation

5.	The presentation of each chapter engaging students to communicate using English actively	All the reading materials of the first semester of English in Focus textbook were presented both in texts and pictures, the materials were vary also. There were no repetition materials which made the students get bored. Because of that, the presentations of reading materials in each chapter were considered attractive. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the fifth point of aspect of presentation.
6.	The presentation of each chapter supporting students to be interested in English subject	All the materials presented in <i>English in Focus</i> textbook were innovative since there were some exercises with different models and completed with some pictures in each chapter. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the sixth point of aspect of presentation
7.	The presentation of each chapter supporting students to reflect and evaluate their self.	All materials of <i>English in Focus</i> textbook were helped students to reflect and evaluate their self by providing some tasks and exercises in each chapter. From the breakdown tasks, it can be seen that each chapter of first semester in English in Focus textbook had already presented reading tasks which can be used to evaluate students' comprehension. Kind of the reading tasks which were found were also innovative. It can make the students more motivated to do the tasks. Therefore, the reading materials presented in English in Focus textbook were compatible with the seventh point of aspect of presentation.

No.	Aspects of language use and readability	Descriptions of analysis
1.	The standard of English language use according to the language rules	The researcher reviewed about the use of English language according to the English language rules. This point discuss about the use of punctuation. Based on the analysis result, the use of punctuations in the reading materials of <i>English in Focus</i> textbook were in good order. It was compatible with the English language rules. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the first point of aspect of language use and readability.
2.	The use of English which is appropriate with needs of communication learning	All the instructions given in the reading materials of <i>English in Focus</i> textbook were considered efficient and communicative. It was because the language which used was simple and brief so it was easy to understand by the students. Therefore, the reading materials presented in <i>English in Focus</i> textbook were compatible with the second point of aspect of language use and readability.
3.	The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness	There was no material in the form of paragraph in the first and fourth chapter of the textbook. But, the second and third chapter presented

		reading materials in the form of paragraph. Generally, texts which were presented in the second and third chapter had already fulfilled the rules of paragraph writing, which was consist of topic sentence, contents and closing sentence. The relations between concepts inside the paragraph were already appropriate too. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the third point of aspect of language use and readability.
4.	The use of illustrations which are functional and relevant with the materials	The researcher found that every chapter in <i>English in Focus</i> textbook had presented some illustrations. All the illustrations given from the first to fourth chapter had already relevant with the topic of the material. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the fourth point of aspect of language use and readability.

No.	Aspects of the relation between chapters	Descriptions of analysis
1.	The relevancy between the materials with education purposes	The materials presented in the first semester of English in Focus textbook had appropriate with the education purposes (developing students' awareness about the importance of learning English, developing students' comprehension about the connection between languages and culture, so that they have cross cultural perception and engage their self to the culture diversity, also supporting the development of students' intelligence in mastering knowledge, technology and arts). It means that the textbook did not only teach about the use of English, but also gave exercises which were supporting students' intelligences. However, there was no material in the first semester of English in Focus which supported the development of technology and arts. Therefore, the reading materials presented in the first semester of English in Focus textbook were not compatible with the first point of aspect of relation between chapters.
2.	The relevancy between the materials with the development of knowledge, technology and arts	The material which could encourage the development of technology and arts had not been presented in the first semester of English in Focus textbook. But, all the materials given in the first semester were based on the aspect of human life, such as: introduction, things around us, life school and shopping. Therefore, the reading materials presented in the first semester of English in Focus textbook were not compatible with the second point of aspect of relation between chapters.

3.	The relationship between materials in the textbook.	The reading materials in the first chapter of English in Focus textbook were not related to another chapter on the textbook. While, the second, third and fourth chapter were related to each other and took advantages from the existing explanations in the previous chapter. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the third point of aspect of relation between chapters.
4.	The relationship between materials, and anatomy, norms/ ethics and the completeness of a textbook	The English in Focus textbook had already presented the preface which was containing of vision and mission of the textbook. The preface can be found on page IV of the textbook. While, the guidance of the textbook had also already presented, it can be found on page V. The guidance consists of the explanation about each part of the textbook. Next, the textbook also presented table of contents, it can be found on page VI – VII. The tables of contents showed the distribution of four skills and its materials in each chapter. Further, the bibliography of the textbook had also already presented, it can be found on page 165. Last, the glossary can be found on page 167, in which this part contains definition of the words or foreign terms. Therefore, the reading materials presented in the first semester of English in Focus textbook were compatible with the four point of aspect of relation between chapters. It is because the textbook had already fulfilled the anatomy, norms and the completeness of a textbook.

